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ABSTRACT

This guide provides a framework and suggestions for strengthening the quality and impact of parenting education services in Even Start. It is aimed at Even Start state coordinators and local program administrators responsible for supporting and monitoring the quality of parenting education services in Even Start, and at local program staff responsible for designing and implementing parenting education services. Drawing on research information as well as the experiences of local Even Start programs, the guide provides a content framework for parenting education in Even Start; illustrative practices for putting the content framework into action; and suggestions for measuring parenting education outcomes. The first section contains 10 notes, the second section contains 30 notes, and the third section contains 9 notes. An appendix contains the Even Start Performance Information Reporting System (ESPIRS) Form E: Progress Indicators. (RS)

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PARENTING EDUCATION

Exemplary Literacy Programs

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Guide to Improving PARENTING EDUCATION in Even Start Family Literacy Programs

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Thanks also go to Policy Studies Associates, in particular Bruce Haslam, for providing us with access to local Even Start sites participating in the Department's Even Start Observational Study. Finally, a group deserving of special recognition includes the administrators and staff from the local Even Start programs who graciously opened their doors to us. Site visits to these programs provided us with the majority of examples used to illustrate practice. Our thanks go to the Even Start programs in the following communities:

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Lewiston, Pennsylvania
Greenville, South Carolina
Trenton, Tennessee
Taylor, Texas

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INTRODUCTION

The acquisition of literacy is a developmental process that begins early in life, long before children enter school. Parents and the quality of family environments are central to this process. Research points to a range of parenting behaviors and beliefs associated with children's literacy competence and early school success.

The Even Start Family Literacy Program provides unique opportunities for parents to strengthen their knowledge and skills in how to support their child's literacy development and education. Programs offer parenting education, as well as, adult education, early childhood education and interactive parent-child literacy activities through center-based programming and home visits. As a result, the program can add lasting value to the impact of its educational services to children while also enhancing parents' use of their own literacy skills. However, careful planning and implementation of program supports for parenting are essential to realizing the full potential of Even Start.

The *Guide to Improving Parenting Education in Even Start Family Literacy Programs* provides a framework and suggestions for strengthening the quality and impact of parenting education services in Even Start. It is aimed at Even Start state coordinators and local program administrators responsible for supporting and monitoring the quality of parenting education services in Even Start, and at local program staff responsible for designing and implementing parenting education services.

Drawing on research information as well as the experiences of local Even Start programs, the guide provides:

- a content framework for parenting education in Even Start;
- illustrative practices for putting the content framework into action; and
- suggestions for measuring parenting education outcomes.

A supplement to the guide will provide a series of guided staff development activities to assist programs in planning and improving services. (Available Spring 2001.)

Why a Guide for Parenting Education in Even Start?

This guide was developed in response to the growing body of research on parenting and children's school-related success, parents' interests in supporting their child's development, and the experiences of Even Start programs in providing parenting education.

Research indicates there are strong, positive associations between parenting and children's literacy outcomes.

Since the 1950s, researchers have found that a range of parenting beliefs and behaviors are positively associated with children's literacy and school-related outcomes. Family variables are especially powerful predictors of children's subsequent language development and academic performance. Research demonstrates that adults

in the parenting role contribute to children's literacy and school-related competence in *direct ways*, by engaging in language-rich verbal exchanges and responsive interactions with the child, and in *indirect ways*, by providing reading and writing materials, and by serving as a role model in regular use of reading and writing in everyday life. Realistic expectations of children's development and in-depth understandings of a child's interests and approaches to learning are valuable tools for parents. Also necessary for parents is a positive sense of being able to make a difference in the child's life, effective coping strategies, and good physical and mental health.

Recent reports issued by the National Research Council,[1] and by the International Reading Association and the National Association for the Education of Young Children,[2] call for increased attention to the family's role in supporting young children's reading and writing development. The reports recommend a range of family activities such as shared book reading for supporting children's literacy development.

Children who live in low-income households and/or with a parent who has limited formal education generally participate in fewer home literacy activities than children in households with higher levels of income and/or parental education. For example, the 1999 National Household Education Survey shows that 69 percent of children in households below the poverty threshold were read to three or more times per week compared to 85 percent of children in households above the poverty threshold. Sixty-one percent of children of mothers with less than a high school education were read to three or more times a week compared to 76 percent of children of mothers with a high school diploma or equivalent, and to 85 percent of children of mothers with a vocational education or some college.[3]

Adults view parenting as an important, difficult job.

What do parents, the consumers of parenting education services, say about the parenting role in today's world?

Nearly 80 percent of a nationally representative sample of 2,017 parents with children from birth to 3 years old reported that they could use more information in at least one of six areas of child rearing, and 53 percent wanted information in at least three areas. More than 40 percent of parents wanted specific information on how to encourage learning (54 percent), how to discipline (42 percent), and toilet training (41 percent).[4]

Findings of another study suggest that parents of very young children feel less able to positively impact their child's intellectual development than any other area of childhood development.[5] Less than one-half (44 percent) of a representative sample of 1,022 mothers and fathers felt totally confident that they could determine if their infant or toddler's intellectual development was on track. Some parents indicated that an unstimulating environment does not harm a child's intellectual development because much of intellectual development is due to nature and not nurture.

The views of consumers of parenting education also have been tapped by the Equipped for the Future (EFF) project of the National Institute for Literacy.[6] Results indicate that adult participants in our nation's literacy and lifelong learning programs want formal learning opportunities to

help them effectively carry out the parenting role. Parenting is one of the major adult responsibilities addressed by more than 1500 adults who participated in EFF's consensus-building process. Users of adult literacy and lifelong learning programs view the following as central to the parent role: promote family members' growth and development; meet family needs and responsibilities; and strengthen the family system.

Even Start programs face challenges in providing parenting education. Welfare reform requirements are having a significant impact on many Even Start programs. A recent study of how five family literacy programs are responding to welfare reform policies found that adults have less time available for program participation, and program content and activities are shifting to include more attention to career awareness and work preparedness. These changes are affecting parenting education services, including the amount of time devoted to the parent-child joint activities in the program due to participants' time constraints.[7] The Observational Study of Even Start programs also found that local programs are changing their methods and content due to welfare reform.[8]

Even Start programs face other challenges in organizing and providing parenting education.[8] These include initial resistance from some parents to participate in parenting education (for example, it is seen by some as a distraction from work toward the General Equivalency Diploma), and parents' disclosure of difficult issues (for example, domestic violence) that require professional assistance not readily available among Even Start program staff.
Programs cannot ignore the range and complexity of issues faced by families living in poverty with limited education skills. At the same time, parenting education in Even Start requires *a clear content focus on parents' contributions to children's literacy development.* The challenge for Even Start programs is to find *a balance* in parenting education content so that the *focus on literacy* is not overshadowed by the press of other parenting needs.

More generally, the field of parenting education is less well developed than the fields of adult education and early childhood education. There are no commonly-accepted standards for parenting education; in contrast, there are highly-regarded benchmarks of appropriate practice in early childhood education[9] and in adult education.[10] The availability of qualified personnel to provide parenting education is severely limited because there are few baccalaureate degree programs and certification programs in parenting education.

How this Guide Was Developed

The *Guide to Improving Parenting Education in Even Start Family Literacy Programs* is based on a review of research literature on family contributions to children's literacy development, structured visits to local Even Start programs, extensive consultation with professionals associated with family literacy programs, and constructive feedback on earlier drafts of the guide from Even Start state coordinators, program staff and administrators.

The content framework for parenting education in Even Start was developed and refined through a

review of research on parents' contributions to their children's literacy and school-related outcomes, and through a series of focused discussions with Even Start state coordinators, local Even Start program directors and staff, and U.S. Department of Education officials responsible for Even Start.

Illustrations of promising practices in parenting education were secured in the Fall and Winter of 1998-1999 through site visits conducted by the guide authors to each of the 12 local programs that were part of the Even Start Observational Study at the time. The site visits also provided opportunities to formulate a set of tools for continuous quality improvement in parenting education. Illustrations of promising practices also were secured for the guide through a review of literature on (a) model programs aimed at strengthening parents' support of children's literacy development and (b) lessons from parenting education programs targeted to low-income populations. Practice illustrations also were observed through sustained contact with selected programs in the Even Start program's Mentoring Project.

Feedback on earlier drafts of the guide was provided by staff of programs in the Even Start Observational Study, Even Start state coordinators, and by U.S. Department of Education officials.

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CONTENT FRAMEWORK FOR PARENTING EDUCATION IN EVEN START

Many dimensions of parenting contribute to their young children's learning and development. Research indicates there is not a particular practice or "magic bullet" that has more influence on children's literacy outcomes than other aspects of parenting. A constellation of parent beliefs and behaviors appear critical to fostering children's development.[1]

The numerous dimensions of parenting that facilitate or impede children's learning and development fall into three broad domains. There are *parenting styles and practices* that reflect a parent's warmth/responsiveness and control, including discipline, setting limits, and communicating expectations for competent behavior. Parents also hold *knowledge and beliefs* about child development in general, their own children, and the parenting role. In addition, parents serve as *managers of environments* for their children and family when they structure the social and physical environment.

Factors in each of these three domains of parenting are positively associated with children's early school-related outcomes. For example, research indicates that children's success in school is related to their active involvement in joint book reading at home (a parenting practice with child), parents' expectations of their child's educational attainment (a parent belief), and the predictability and routines of the home setting (parent as manager of environment). These and other parenting dimensions associated with children's literacy development and early school success are organized into five areas of parenting goals for Even Start.

Goals of Parenting Education

The overall goal of parenting education in Even Start Family Literacy programs is to strengthen parents' support of their young children's literacy development and early school success.

Specific goals for parents fall into five areas:

- Engage in language-rich parent-child interactions;
- Provide supports for literacy in the family;
- Hold appropriate expectations of the child's learning and development;
- Actively embrace the parenting role; and
- Form and maintain connections to community and other resources for meeting individual and family needs.

Exhibit 1 summarizes the goals and objectives for parents in Even Start.

A Closer Look at Each Goal Area: What We Know From Research

Engage in Language-Rich Parent-Child Interactions

Parents strengthen their child's literacy development and school-related competence when they:

Exhibit 1
Goals for Parents in Even Start

GOAL AREA	Parents strengthen their children's literacy development and school-related competence when they:
Engage in Language-Rich Parent-Child Interactions	▮ engage in frequent and increasingly complex verbal interactions with their child ▮ actively participate in joint book reading ▮ ask questions that strengthen their child's problem-solving abilities ▮ engage in attentive, warm, flexible interactions with the child ▮ maintain a predictable environment through routines and responsive structure ▮ develop and maintain a secure attachment relationship with their child
Provide Supports for Literacy in the Family	▮ provide easy access to reading and writing materials ▮ read frequently themselves and use reading and writing to get things done and solve problems in everyday life ▮ demonstrate an enthusiastic view of reading as fun
Hold Appropriate Expectations of Child's Learning and Development	▮ view their child as an active contributor to his/her own development through challenging yet achievable interactions with the everyday environment ▮ know their child's interests and abilities ▮ maintain appropriate expectations of their child's achievements
Actively Embrace the Parenting Role	▮ maintain a positive sense of personal efficacy in the parenting role and in managing relations with their environment ▮ take proactive steps to establish and maintain positive relations with community resources, including schools ▮ advocate for high-quality child and family resources in the community (for example, schools and child care)
Form and Maintain Connections with Community and Other Resources	▮ use effective coping strategies for adapting to changes in family and community environments ▮ work toward good physical and mental health

- engage in frequent and increasingly complex verbal interactions with their child;
- actively participate in joint book reading;
- ask questions that strengthen their child's problem-solving abilities;
- engage in attentive, warm, flexible interactions with the child;
- develop and maintain a secure attachment relationship with their child; and
- maintain a predictable environment through routines and responsive structure.

The quality of adult-child interactions within families has long been linked to children's school outcomes. Recent research findings extend our understanding of the types of adult-child interactions that promote children's literacy development and school outcomes.

A recent longitudinal study[2] found that children's everyday family experiences with language and interaction in the first 3 years of life accounted for 60 percent of the variance in measures of accomplishment (vocabulary growth, vocabulary use, Stanford-Binet IQ score) at age 3, and in receptive vocabulary (Peabody Picture Vocabulary Test) and language development at age 9-10 (third grade). The following were predictive of child accomplishment at age 3 and in third grade:

- language diversity (number of different nouns and different modifiers used by parent);
- feedback tone (amount of parent's encouragement of child to participate in language learning through parent's use of repetitions, extensions, expansions of child's utterances, confirmations, praise and approval);
- symbolic emphasis (amount of parent's emphasis on helping child notice, name, recall, and relate language to things and events, as exemplified through number of nouns, modifiers, and past-tense verbs heard by child);
- guidance style (how often the child is asked rather than told what to do); and
- responsiveness (amount of a child's experience with controlling the course of interaction with parent not initiated by parent).

Other research has shown that everyday family conversations provide children with opportunities to learn about language.[3,4] Mealtime conversations where family members recount the day's activities are an example.[5]

Parent-child book reading is another important verbal exchange that contributes to children's literacy skills. Experts consistently recommend that parents and family members read frequently with their children.[6] Reviews of research on effects of the quantity and quality of shared parent-child book reading indicate that book reading between parent and preschooler is moderately correlated with children's development of language and literacy skills, including later reading achievement.[7,8]

The ways in which the parent manages the book reading interactions, especially asking and responding to questions about text,[9] have been identified as predictors of children's literacy outcomes. Children gain more from reading with adults when they are active rather than passive participants in the reading exchange. For example, in the Dialogic Reading program, an adult-child reading intervention that has

demonstrated positive effects on children's language competence, the adult is encouraged to use questions and other prompts to help the child become the teller of the story.[10] Open-ended questions are among the skills taught to adults in this program to encourage the child to describe a story ("I told you about the last page, now it's your turn. You tell me about this page."). (See Exhibit 2, page 17.)

Experts recommend frequent adult-child shared book reading that directs young children's attention to the phonological structure of spoken words and highlights the relations between print and speech.[11] It is beneficial for adults to talk with children about how print works. For example, they can talk about letters by name, shapes and sounds; show what is told in print; demonstrate how the string of letters between the spaces are words and; point to individual letters or words during reading.

Parents involve their child in increasingly complex language and literacy experiences when they use scaffolding strategies that extend a child's current skills and knowledge to a higher level of competence. For example, in one research-based literacy learning program developed for adolescent mothers and their preschool children, home visitors teach scaffolding strategies by coaching mothers on how to use open-ended questions to stimulate their child's interest (for example, "Who should we invite to our party?"), how to demonstrate literacy-related tasks (for example, writing addresses on envelopes for the party invitation), and how to support the child's initial attempts at more complex tasks or language.[12] (See Exhibit 3, page 20.)

The level of emotional warmth and level of restrictive versus permissive behavior with a child are predictive of children's school-related competence. Attentive, warm, and flexible behaviors during infancy and preschool years have been found to be associated with children's school readiness at ages 5 and 6 and with school achievement at age 12.[13] Mother-child attachment security has been found to be related to the quality of mother-child interactions (i.e., level of paying attention, distraction) during activities related to written language.[14] Further, mothers' uses of direct control tactics in teaching and disciplinary situations with 4-year-old children have been found to be negatively related to children's school-related abilities at 4-6 and 12 years of age.[15]

The ease of children's adjustments to school also has been associated with the quality of affect and control in the parent-child relationship. Parent-child interactions characterized by a controlling parent and a resisting child, or by a directing child, have been found to be negatively associated with a child's social adjustment to school.[16]

Parent-child interactions occur within a home and family environment that experts recommend should be predictable and orderly so children can learn the meaning and function of things. Researchers have identified a number of features of the environment that are supportive of children's development, including regular locations for things, established times for meals and other routine activities, appropriate numbers of toys accessible to the child at any given time, and limits on background noise and crowding in the home.[17]

Supports for Literacy in the Family

Parents strengthen their child's literacy development and school-related competence when they:

- provide easy access to reading and writing materials;
- read frequently themselves and use reading and writing to get things done and solve problems in everyday life; and
- demonstrate an enthusiastic view of reading as fun.

Everyday exchanges in families are embedded in a context that supports or limits the development of children's language and literacy competence. Literacy provisions in the home include children's access to reading and writing materials[18] as well as structured time for reading and a place for reading and literacy materials.

Parents' own reading habits and uses of literacy for problem solving (for example, using a phone directory to look for help) are models for children.[19] Children of parents who view reading as a source of entertainment have been found to have a more positive view of reading than children of parents who emphasize the skills aspect of reading development.[20]

Enthusiasm about literacy activities, including a view of reading as fun, has been identified as a contributor to children's reading skills and attitudes.[21] Also, mothers' positive beliefs about reading have been found to be predictive of mothers exposing their children to joint book reading and to the quality of mothers' book reading interactions with their child.[22]

Hold Appropriate Expectations of the Child's Learning and Development

Parents strengthen their child's literacy development and school-related competence when they:

- view their child as an active contributor to his/her own development through challenging yet achievable interactions with the everyday environment;
- know their child's interests and abilities; and
- maintain appropriate expectations of their child's achievements.

Parents' expectations of their child's abilities are correlated with children's school-related outcomes. For example, mothers' expectations of their children's levels of educational attainment have been found to be associated with children's vocabulary, reading comprehension, and writing production four years later.[23]

What parents think about the processes of children's development in general and their child's development in particular, including understandings of parental roles in fostering children's development and learning, seems to be an important contributor to children's literacy and school-related outcomes. Parents' views of their child as an active contributor to his/her own development have been positively associated with children's cognitive abilities at 3-4 years[24] and with children's reading and arithmetic test scores at 5-6 years.[25]

Actively Embrace the Parenting Role

Parents contribute positively to their child's literacy development and school-related competence when they:

- maintain a positive sense of personal efficacy in the parenting role and in managing relations with their environment;
- take proactive steps to establish and maintain positive relations with community resources, including schools; and
- advocate for high quality in child and family resources in the community (for example., schools and child care).

Parents' sense of self-efficacy in having a positive influence on their child—that is, expectations about the degree to which they are able to perform competently and effectively as parents—have been found to be associated with parents' satisfaction in the parent role, strong advocacy for their child in interactions with schools and other institutions that have an important impact on their child, and the child's academic aspirations and competence and social development.[26,27] A key influence on parents' decisions to become involved in their child's education is a sense of efficacy for helping their child succeed in school (i.e., Can I exert a positive influence on my child's education outcomes?).[28]

Form and Maintain Connections with Community and Other Resources

Parents' capacities to strengthen their child's literacy development and school-related competence are improved when they:

- use effective coping strategies for adapting to changes in family and community environments; and
- work toward good physical and mental health.

The growth, health, and functioning of the parents affect the quality of children's family environments. Good personal resources (for example, coping strategies) and social support systems enable parents to provide children with physical and social environments that are responsive, predictable, and orderly. The responsiveness and predictability of the home environment, in turn, has been found to be associated with a number of children's outcomes, including academic competence. Effective coping strategies enable parents to buffer children from debilitating stress factors in the environment. When coping strategies are weak, a parent's capacity to be active and goal-directed in managing his or her environment is compromised.[29] Moreover, when parental coping fails, the parent may develop more pervasive feelings of helplessness and a generalized tendency to give up in the face of obstacles.[30]

Good physical and mental health are key enabling factors. When parents do not feel well, they have difficulty proactively structuring and monitoring their children's environments.

Psychological functioning in terms of adjustment and well-being contribute to the amount of psychological resources available for child-rearing tasks. As personal psychological resources increase, so does a parent's ability to provide responsive environments for children.[31]

SUMMARY

As stated at the beginning of this section, there is no "magic bullet" or particular practice that has more influence on children's literacy outcomes than other aspects of parenting. It is a constellation of parents' beliefs and behaviors that set the stage for children's long-term success. The challenge for Even Start programs is to find a balance in providing services to parents that extend across the goals and objectives of the five domains illustrated in the content framework, while at the same time keeping a clear focus on literacy.

Knowing the content of parenting education is but one part of the equation program administrators and planners need to know. It illustrates what parenting education needs to address. In the next section, the second half of the equation, how best to deliver parenting education services will be explored.

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PUTTING THE CONTENT FRAMEWORK INTO ACTION

This section offers guidelines for implementing the content framework for parenting education set forth in the preceding section. The guidelines fall into three main areas: building on parents' views and circumstances; using multiple and sequenced strategies of instruction; and maintaining substantive connections and quality across all Even Start program components.

The guidelines are based on findings of research on family literacy and related programs, observations and interviews conducted with 12 Even Start programs visited as part of this guide's development, examples of practice gleaned through sustained contact with grantees in Even Start's Mentoring Project, and descriptions of research-based literacy programs in the scholarly literature.

Examples of promising program practices are included in the discussion of each guideline. The practices are offered as selected illustrations of guidelines, not as curriculum recommendations or standards or an inclusive list of quality practices. Each Even Start program needs to generate specific strategies that are compatible with the preferences, interests, cultural values, and needs of the local population being served. The promising practices offered in this chapter are intended to serve as points of consideration for local planning of program quality improvements rather than curriculum approaches to be implemented without regard to local context.

Understand and Respectfully Build on Parents' Views and Circumstances

Parents are more likely to join and remain in a family literacy program when they view the program content as pertinent to their life circumstances.[1] Extensive provision of logistical supports for participation—including child care, transportation, food, prizes, and multiple methods of publicity—have been shown to increase only slightly the number of participants in an educational workshop that included a major focus on children's reading. It appears that a major determinant of program involvement is whether prospective participants view a program as offering something that may truly help their situation.[2]

Acknowledge Life Circumstances

Most Even Start families face difficult daily life situations that can inhibit meaningful program participation. It may be impossible for a parent to fully engage in an adult or parenting education session when pressing personal or family problems loom large. An appropriate program response or starting point in these circumstances is to help parents find needed resources in the community or the parent's social support network. Literacy experiences often can be infused into these acts of helping. For instance, showing a parent how to use a community resource guide or a telephone book is a way of demonstrating how literacy can facilitate problem solving. Helping parents help themselves is also central to this process.

Staff in the Even Start programs visited for this guide generally avoided helping behaviors that might foster an unhealthy dependency relationship or contribute to a parent's view of self as unable to act on behalf of one's self. What is more, the Even Start program staff typically emphasized that helping families connect with needed community resources was not an end in itself, but a valuable step toward enabling a parent to actively embrace the primary purpose of Even Start: to support the development of family literacy. It is often argued that helping with pressing family needs is an efficient way to foster a parent's trust of program staff intentions and resourcefulness.

The decision to avoid fostering participant dependence on a program can lead to some difficult program decisions. For instance, Even Start programs routinely help parents secure a

local library card, typically through a group trip to the local library that usually involves parents borrowing library books for the first time in their lives. Some programs have encountered a challenge: parents have incurred fines when borrowed library items are not returned on time. One Even Start program initially paid the fines for the parents in order to alleviate a program-related financial burden on parents and to maintain good relations between the program and the local library. Eventually the program determined that paying library fines for parents was not useful in helping parents learn the responsibilities associated with public library use.

Even Start programs need close working relationships with community agencies in order to help program participants secure needed resources for family needs. In some programs, a staff member from a social service or mental health agency is routinely present at the Even Start program to provide on-site consultation with participants. In one program visited for this guide, workers from the county Department of Health and Human Services provide job skills training to Even Start participants at the Even Start program site(this helps participants fulfill Temporary Assistance to Needy Families (TANF) requirements without leaving the Even Start location.

It is common for Even Start programs to post information about community resources on program bulletin boards. Some programs also provide additional aids such as self-referral forms, details on the services offered, and suggestions for the types of questions to ask when calling an agency. In addition, some programs provide private space for parents to meet with staff from a community agency during Even Start program time.

Even Start programs often seek to strengthen participants' skills in relating to educational, health, and social service agencies. In one program, an adult education lesson is to learn how to make self-referrals, including how to gather information about community resources and consumers' rights at the local library. In another program visited for this guide, practical knowledge and skills regarding family-school relationships are emphasized. Using a curriculum developed by the program, parenting education sessions systematically give attention to topics such as: the parent's role in parent-teacher conferences; how to read a report card; key school names and phone numbers (teacher, principal, school secretary, teacher, bus number, school nurse, social worker); the school calendar; differences between U.S. schools and schools in other countries (used with immigrant participants in program); how the English as Second Language program works; routine school forms; a typical day at school; how to use voice mail at school; school absences; how to help with homework (including a list of "homework survival kit supplies"); and how to support the child's reading, math, and writing skills. In another program, parents receive an insider's view of the school on a regular basis by serving in school volunteer positions as part of life skills training. The parents work in classrooms, the media room, nurse's office, and main office.

Learn About Parents' Goals

Parents' willingness to incorporate new ideas and practices into their child-rearing beliefs and behaviors is increased when there is respectful acknowledgment of parents' existing approaches to child rearing. One school readiness home-visiting program systematically asked mothers about goals for their child. This information was used to tailor the program's curriculum to each parent's interests.[3] An understanding of family perspectives is central to program staff's suggestion of parenting approaches and activities that can be woven into the fabric of everyday family interactions.[4]

Parents also hold valuable information about their children's literacy skills. One study found that low-income parents' reports of their preschool child's literacy development were good predictors of their child's language and literacy performance in kindergarten and first grade. These reports provide information that cannot be obtained from tests or short-term teacher contact with a child, and can be

a valuable starting point for discussions with parents about ways to support a child's literacy development.[5]

Parents' goals for their child and for themselves are an integral guide to one Even Start program's individualized work with families. Forms used to record this information include a vision statement about a family's future, and action plans that are developed and reviewed on a monthly basis. The vision statement asks parents to describe what the anticipated lives of the parent and her/his children will be fifteen years from now. The monthly action plans enable parents to generate goals to be achieved that month (parent/child, personal, academic) and specific steps to be taken during the month toward the goals. There also is an opportunity for Even Start staff to list steps each staff member will take toward the goals. Progress is reviewed monthly and revised if necessary through discussions involving parent and staff.

In another Even Start program visited for this guide, staff learn informally about parents' dreams and circumstances during a family photo album-making session that is popular among parents. Abundant supplies of colorful paper, scissors, and fancy cut-out aides are available on large tables where mothers assemble pictures of family and friends in a personal family photo album. The photos tend to serve as prompts for mothers' disclosures about people and events in their lives; the conversation can be rich with anecdotes about life's hurdles, successes, and hopes. Even Start staff members play a quiet support role in this session, listening and reflecting but never directing or intrusively probing.

Parents' ease in sharing information with program workers depends on the quality of parent-staff relationships. Participants in family-oriented programs often point to their personal relationships with program staff as a core ingredient of their program experiences.[6] Good family support practices recognize the value of interpersonal connections within programs and the strengths of families. Guidelines for good practice with families developed by the Family Resource Coalition of America include the following:

- staff and families work together in relationships based on equality and respect;
- families serve as resources to their own members, to other families, to programs, and to communities; and
- programs affirm and strengthen families' cultural, racial, and linguistic identities and enhance their ability to function in a multicultural society.[7]

Because it takes time to build trust and confidence in a parent-staff relationship, especially when parents have had negative encounters with other educational and human service agencies, parents' true needs and circumstances probably will not be disclosed to Even Start staff initially. Family life and its contexts also change in sometimes dramatic and often rapid ways. Thus, the most useful "reading" of parents' goals and situations takes place over time and is not based on one snapshot.

Adapt Program Strategies

Even Start programs that "begin where parents are" appreciate and accommodate differences in how parents approach program activities. A useful example here is the program time devoted to interactive literacy activities between parent and child. A common idea among family literacy programs is that parent-child activity time should be organized around the child's interests and a parent should "follow the child's lead" in engaging in a joint activity. This orientation is consistent with a long-standing tradition in early childhood education. However, it may conflict with some parents' ideas about who should be "in charge" during parent-child activities. Cultural and social class backgrounds are profound influences on parents' practices and beliefs regarding the merits of parent- versus child-initiated activities.[8]

An alternative to the "follow the child's lead" strategy is for the parent-child activity time to be organized

through sensitive teacher direction. In a program visited for this guide, for example, early childhood teachers attended the final segment of the parent group time to introduce a teacher-planned activity for parent-child time. The teachers' descriptions emphasized how the planned activity would appeal to children's interests and support their motor development. The practice of teachers defining the nature of parent-child activity time for the day appeared to be within the "comfort zones" of parents, only one of whom was U.S.-born and fluent in English. Shared parent-teacher planning of parent-child activity time is another way to recognize parents' beliefs that adult-child activity should be structured initially by adults. A shared approach to planning might be a useful way to increase sensitivity to a child's interests and introduce key ideas about child development.

Adaptation of program time for interactive literacy activities between parents and children also recognizes there are likely to be differences across parents and children in the extent to which they engage in a *joint play* activity. Some parents may initially participate with the child through *parallel play*: parent and child pursue related yet independent efforts. This may be a function of limited understanding of or experience with play in general or joint parent-child activity in particular, and/or discomfort with staff watching parents play with their children. Over time there is likely to be a shift toward higher levels of joint play activity. Even Start staff acknowledge and accept differences in the complexity of parent-child play, and offer a respectful nudge toward a more advanced stage of play only when the parent's readiness for a new idea is clear.

Even Start programs have found that some parents' need to "make things" is intense, perhaps because the parent has had little or no opportunity to do so in the past and/or adheres strongly to the notion that activity time should yield a product. The intensity of this need may prompt some parents to "take over" the parent-child activity time to a point where the child is placed in a passive observer role. One program visited for this guide addressed this reality by including a "make it and take it" session for parents prior to the parent-child activity time. This parents-only activity session is an opportunity for parents to be fully in charge of item making and has tended to reduce the need to make or do something *for* (versus *with*) the child during the parent-child activity time.

Use Multiple and Sequenced Strategies of Instruction

Even Start's goal of strengthening parents' support of their child's literacy development and early school success is more likely to be realized through the use of different, sequenced active learning strategies versus reliance on one or two instructional methods. For example, heavy use of verbal presentations delivered in person or through videotaped "talking heads" is likely to benefit only learners who are able to readily apply abstract information to their own parenting beliefs and behaviors. Also, simple encouragement of a desired parenting practice such as reading to the child is usually insufficient guidance.[9,10]

Even Start programs have numerous opportunities to teach parents *how* to support their children's language and literacy development. Two principles are key to maximizing these opportunities:

- Use of different instructional approaches increases a program's capacity to accommodate a range of learning styles among Even Start participants; and
- Sequenced use of different instructional methods strengthens parents' opportunities to fully understand and adopt the information or skill being taught.

Research-based programs aimed at increasing parent-child joint book reading typically provide sequenced use of different instructional methods. For example, the Dialogic Reading program combines videotapes (modeling), role-plays

Exhibit 2
Dialogic Reading

The adult is encouraged to use questions and other prompts to help a child become the teller of the story in Dialogic Reading, an emergent literacy curriculum developed by Grover Whitehurst and colleagues for preschool-age children.[27, 28, 29] While the adult generally is the reader of the story (moving a finger under the words as he/she reads), there is reversal of roles between adult and child in the shared book reading situation: the adult becomes listener, questioner, and audience.

The fundamental technique in Dialogic Reading is a short interaction between a child and adult known as the PEER sequence. The acronym PEER stands for prompt, evaluate, expand, repeat. The adult prompts the child to say something about the book, evaluates the child's response, expands the child's response by rephrasing and adding information, and repeats the prompt-evaluate sequence to ensure the child has learned from the expansion. PEER sequences are to occur on nearly every page except for the first reading of a book. Sometimes a prompt is unnecessary in that the child may offer a spontaneous comment related to the book. In this instance, the adult follows the child's spontaneous comment with the evaluation, expand, and repeat sequence.

Here is an example of the PEER sequence:

Adult: "What does it feel like to play in the snow?" (prompt)
Child: "It's cold."
Adult: Determines this response is correct but brief and less detailed than desired. (evaluate)

"Yes, it's cold when your feet get wet or when someone hits you with a snowball." (expand by adding new information)

The adult might wait until the end of the book to ask the child to repeat some of this new information.

"Can you remember some things we talked about that make people cold when they play in the snow?" (recall question aimed at ensuring the child has learned from the expansion offered earlier)

There are five types of question prompts for initiating the PEER sequence. These prompts — represented in the acronym CROWD — are as follows: completion, recall, open-ended, wh-, and distancing. Completion prompts are fill-in-the-blank questions ("Something went bump, and that made us _____"). Recall prompts require the child to remember aspects of the book ("Can you remember some things that happened to Lena when she went to school?"). Open-ended prompts encourage the child to describe or respond in his/her own words ("I told you about the last page, now it's your turn. You tell me about this page."). Wh- prompts are what, where, and why questions ("What's this called?"). A distancing prompt asks the child to relate a content of the book to an aspect of life outside the book ("Did you ever play in the snow like Peter did? What did it feel like?").

Dialogic Reading entails a series of books over a school year, usually one per week. For younger children (for example, three years), picture books that rely heavily on written text to convey the story are not used because they generally lead to more straight reading by the adult and fewer opportunities for the child to participate actively in the reading experience. The program has been offered for as long as 30 weeks and as short as 6 weeks; positive results have been secured in each condition. The books are available commercially (for example, Caps for Sale: The Snowy Day), and typically each book is accompanied by a guide that explains the story or purpose of the book and offers hints for how to introduce it and read it. Dialogic Reading techniques are presented to adults through use of videotapes and interactive strategies (see page 8). The program has been tested with both teachers and parents in a variety of geographic and program settings, including Head Start, subsidized child care centers, and Spanish-speaking populations.

(practice time), and discussion guided by the program leader. One of the videotapes includes samples of inappropriate parent-child joint book reading that are used to stimulate parent discussion of needed changes.[11] (See Exhibit 2.) Also, the Reading Together program includes videotapes (modeling), coaching (feedback) during parent-child interaction time, discussion, and a response sheet for parents to record key points of the session and select one point to work on during the week (reflection).[12]

Ensure the Credibility of Modeling

Modeling is a common instructional strategy that requires credibility in the eyes of the intended observer. Three guidelines are especially pertinent to Even Start programs.

First, *who* does the modeling? The power of modeling by mother-child pairs who reflect the background characteristics of program participants is suggested in a study that found video training to be more effective than direct in-person training in increasing children's language abilities. Reading practices recommended in the Dialogic Reading program were the basis of the training (see Exhibit 2, page 17). The instructional videotape consisted of the narrator's description of dialogic reading techniques plus examples of mother-child book reading. Use of two videotapes was compared to direct training by a male graduate student who demonstrated the techniques by reading to a research assistant who played the role of the child. It is likely that "mothers reading for other mothers" is a more effective teaching strategy than an adult male modeling the identical behavior; moreover, there was an actual child in the videotape versus an adult playing the role of a child in the direct training.[13]

Second, is the modeled behavior directly applicable to parents' likely experiences? An Even Start staff member reading to a group of children is quite different than a parent reading to one or several of her own children, for example. The opportunities for verbal give-and-take as well as physical proximity, including involvement in holding the book, are much greater in a parent-child setting. What is more, parent-child book reading has the added intensity of emotionally-charged interpersonal relationships[14] (potentially heightened when a sibling also participates) that are far less significant in a teacher-child relationship.

Third, is modeling used in sequenced combination with other instructional guidance techniques? Modeling by itself leaves a good deal to chance as a teaching tool; some staff efforts to model desired behavior may be so subtle that they go unnoticed by the intended observer. Modeling usually works best when the observer can extend the lesson with active learning experiences such as "trying it out" through role-plays or during program time devoted to parent-child literacy activities, talking about the behavior or information, and receiving helpful feedback on the demonstrated use or understanding of the behavior. Experienced educators know first hand the wisdom of the Chinese observation, "Tell me, I'll forget. Show me, I may remember. But involve me and I'll understand."

Foster Reflection and Discussion

In Even Start programs visited for this guide, parenting group discussions focused on a range of topics of keen interest to parents: making decisions about holiday gifts for children, including how much money to spend; whether a child should cry him/herself to sleep at night or be picked up by an adult and held; whether young children should sleep in the parent's bed; and how parents managed their anger the last time their child did something really upsetting to the parent.

Strategies for encouraging self-reflection and discussion are typical methods in Even Start programs. Self-reflection and guided discussion techniques are commonly used in parenting education for one or more of the following reasons:

- to facilitate self-awareness of parenting beliefs and behaviors as a step toward new understandings and higher levels of emotional and cognitive maturity in the parenting role;

- to help parents incorporate new information by exploring and potentially transforming existing ideas about child development, their child, and parenting practices; and
- to enhance parents' conceptual and cognitive skills, which in turn may be extended to parent-child verbal exchanges that promote children's intellectual development.

Studies have found guided discussions in long-term parenting groups[15] and in one-on-one exchanges in home visits[16] to be associated with positive changes in parents' child-rearing beliefs. Reflective discussion appears to be a way to understand why individuals may go about parenting in familiar ways even though they are dissatisfied with what they are doing and knowledgeable about alternative parenting practices.[17]

Reflection and discussion are best used in combination with other teaching tools such as modeling, role-plays, practice sessions, and feedback on parent-child interaction or the child. Results from one small-scale study suggest that training centered on videotaped and live modeling of book reading strategies was more effective than a presentation and discussion on the importance of reading to children in improving mothers' use of questions and comments in parent-child book reading sessions.[18]

Conversation is the core activity of a Book Club program developed by Susan Neuman[19] for low-income parents of young children. Weekly sessions begin with a choral reading of a children's book. The facilitator dramatizes the action, emphasizes repetitive phrases, and sometimes stops to ask questions. The facilitator uses the following three questions to engage parents in a discussion of the story after the reading:

(1) "What would you want your child to take away from this book?" (The facilitator serves as recorder here, listing common themes in the discussion, unique qualities of the book, new vocabulary words.)

(2) "What kinds of questions or comments would you use to stimulate a discussion of the story?" (The facilitator records various question types such as recall, prediction, connections to other experiences.)

(3) "How would you help your child revisit this book?" (The facilitator records parent descriptions such as rereading the book or making cookies or going for walks together.)

The intent of the conversation is to engage parents in analyzing events and ideas presented in the story, relating stories to their own personal experiences, and connecting these personal experiences to their child's early education. Library pockets and small index cards are given to parents who wish to write down questions they believe would be useful for guiding discussions with their child. Following the 40-minute discussion, parents visit their child's preschool classroom to read their new book together for about 15 minutes. Parents are given a new book each week to add to their home libraries.

Research indicates informal conversations among participants in a parenting program can be as stimulating as group discussions guided by a staff member when offered along with focused discussions led by staff members. Often the topic of informal discussions is triggered by the content of the more formal group discussion.[20] An example is an informal period of relaxed interactions among parents, staff, and children that follows a family-style lunch served to parents and children at one Even Start program visited for this guide. On one day, at least 10 sets of interactions or activities were occurring simultaneously. Here are some snapshots:

- a male staff member interacted with an infant in a rocking chair while the baby's mother was nearby talking with her preschool child;
- Two other mothers asked another staff member some questions about a developmental screening test;
- Several preschool children played with a toy as a parent looked on;

Exhibit 3
Literacy Learning

A home-based literacy learning program developed by Susan Neuman and Phyllis Gallagher for teenage mothers and their children[30] emphasizes the importance of mothers' labeling, scaffolding, and contingent responsivity in social interactions with their preschool-age children (between the ages of 3.0 and 4.6 years). Research demonstrates that a very young child's vocabulary size and growth are associated with the extent to which caregivers encourage attention to objects and label the objects at which young children point. Research also shows that language acquisition is improved when children experience adult speech that is contingent upon their own previous utterances.

The program used prop boxes containing books and other items for literacy play in combination with staff coaching to sensitize each mother to her child's perspective.

Mothers were encouraged to use a number of different forms of labeling when interacting with their children in the literacy play exchanges. For example, in reading a story or setting out items from a prop box, mothers might simply label an object ("This is a...."). They also might encourage the children to label an object by asking what or where questions ("Where is the envelope?"). Further, mothers were coached on the importance of labeling items of interest to their children (If a child points to a postal worker's mail bag, a mother might say, "That's a mail bag. Do you remember when the postal worker brought us some mail...and there was a letter for you?").

The scaffolding strategies emphasized by the program's home visitor were aimed at enabling the mother to create and support situations where her child could extend current skills and knowledge to a higher level of competence. Specifically, the mother was coached on how to help organize her child's play activity and to break down complex tasks into manageable steps or stages. The program focused on three scaffolding functions: recruiting, modeling or demonstrating, and augmenting the child's efforts. Mothers were encouraged to recruit their children's interests by asking open-ended questions ("Who should we invite to our party?" could be used to elicit a child's literacy-related play in planning a birthday party). Mothers were asked to model and demonstrate literacy-related tasks such as addressing an envelope or sorting mail. Mothers also were encouraged to take on aspects of a task, such as writing addresses on the envelopes for invitations to a party, so as to reduce the number of steps so the children could effectively manage an activity.

The concept of contingent responsivity was emphasized in the program by encouraging mothers to be sensitive and responsive to their children's cues and needs in literacy play. Specifically, mothers were asked to monitor and respond to their children's preceding utterances in a contingent manner by using expansions of the children's utterances, clarifying questions which challenge and ask for more information from the children, and answering the children's questions. For example, if a child asked, "Is the post office open yet?" a contingent response might be "Yes, it is. Is there something I can do for you?" This response focuses on the child's current interest rather than redirecting the child's attention to a topic of the mother's interest.

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- A new baby attracted the interest of parents and some preschool children; and
- Mothers told about their experiences with diapering and feeding routines.

This informal period lasts about 20 minutes, serves as a transition from lunch to planned afternoon sessions for parents and children separately, and appears to provide opportunities for parents to informally share information and observe different ways in which parents nurture their children. The program staff report that this informal time evolved in an unplanned fashion, yet now occupies an important part of the day for Even Start participants.

It is common for Even Start programs to provide an opportunity for parents to reflect (or debrief) on experiences in the parent-child activity time immediately after the activity. In general, the programs visited for this guide seemed to elicit a higher quality and quantity of reflective comments about parent-child activity time when discussion or verbal reports versus written comments were encouraged. Typically parents offered few if any written comments on forms developed for the purpose of reflecting on the parent-child activity time. On the other hand, some programs have had productive experiences with journal writing that is not limited to parents' parent-child activity time experiences. In these instances, parents are encouraged to write about program experiences and personal events in confidential journals that are read by staff to gain a better understanding of parents' views, life circumstances, and progress with conceptual and writing skills. The usual program stance is that staff do not make grammatical corrections or comments on parents' journal entries, although in some instances parents have asked for staff to "correct" their spelling, punctuation, and sentence structure.

In one well-established Even Start program visited for this guide, a pre-selected parent (turns are taken) observes the entire parent-child activity session and then, in the follow-up parent group time, identifies a "star" parent from the parent-child activity time. (The "public" reports of a peer can be a powerful influence on behavior.) The "star" parent's exemplary efforts are described by the parent-observer, and this description usually can be extended to a general discussion. For example, a description of the "star" parent's patience with an acting-out child can serve as a springboard for a group discussion of how parents recently reacted to their own child's upsetting behavior, such as a temper tantrum in a grocery store. Most likely the practice of having a parent select a "star" parent could not be introduced until parents have a firm understanding of the purposes of program time devoted to interactive literacy activities between parents and their children.

Provide Supportive Feedback

Coaching strategies used in the literacy learning program described in Exhibit 3 illustrate the role of coaching sessions as feedback to parents in the context of informal conversations in the parent's home.[21] In this program, mother and child are invited to play with a prop box (see Exhibit 3, page 20) and related items for about 10 minutes. The play is audiotaped and notes are taken. Mother-child pairs are asked to play with the materials for at least 10 minutes a day and to record these sessions on audiotape. In the follow-up session, the mother is given feedback from the "baseline" observation and audiotapes, with staff noting positive examples of the mother's interactions with the child and highlighting ways the interactions could be enhanced (for example, linking to experiences in daily routines). Mother and child are asked to practice these techniques while the staff member informally observes and takes notes. Additional feedback is given on this practice experience, and praise and encouragement are offered.

The techniques emphasized to mothers in the literacy learning program are labeling, scaffolding, and contingent responsivity (see Exhibit 3, page 20). An example of feedback in a labeling session follows: "Last week we noticed that Karen asked many questions and kept pointing to pictures when you were reading to her. That's really important

because Karen is trying to learn the names of common objects that are interesting to her." This observation could lead to a discussion by asking the mother whether Karen also points to things when they're running errands together. Recognition of mother's efforts is offered ("You did a great job telling her the names . . . ."), and suggestions are made ("Next time, you might want to tell her more about . . . .").

The Steps Toward Effective, Enjoyable Parenting (STEEP) program based at the University of Minnesota uses videotaping and guided viewing of parent-child interaction to enhance parent sensitivity to the child.[22] The benefits of videotaping include the following:

- promotes self-evaluation and self-affirmation through a process of self-reflection;
- recognizes the parent as the expert on his or her own child;
- focuses on strengths of both parent and child;
- provides a permanent record for monitoring change;
- personifies the child;
- promotes perspective-taking;
- affirms the individuality of the child;
- conveys the notion of reciprocity or mutual influence in parent-child exchanges; and
- can engage the extended family and friends in the program.

The STEEP program videotapes parent and child in natural situations such as feeding, bathing, or play (play situations may be more threatening to parent than concrete tasks). After the taping, the program staff member views the tape with the parent and uses a set of open-ended questions to engage the parent in self-reflection (for example, "You seemed to know just what he or she wanted there. How could you tell?" "I wonder how it feels to a child when—[pointing out specific parental behavior]?").

Select Appropriate Materials for Learning

Developmentally appropriate materials can strengthen the value of parent-child literacy activities. Two prop boxes developed for the home-based literacy learning program described in Exhibit 3 are good examples. The criteria for selecting objects for the prop boxes included the following:[21]

- appropriateness (naturally and safely used by young children);
- authenticity (a real item in the child's environment); and
- utility (can be used by child in imitative literacy attempts).

Each prop box included books related to the prop box theme and aimed at enhancing the child's ability to label literacy objects. One prop box resembled a post office and included a postal worker's hat, blue shirt, mail bag, junk mail, paper, pencils, stationery, envelopes, signs (for example, "Come in, we're open"), stamp pads and stampers, postcards, and related items. The second prop box represented a grocery store and included an apron, plastic basket, grocery bags, newspaper circular, coupons, store receipts, play money, cash register, store signs, empty food containers for breakfast cereals, eggs, pasta and other food items, pencils, tablets, and related items. The prop boxes are used in conjunction with coaching strategies (see below) by home visitors to help mothers engage in labeling, scaffolding, and contingent responsivity in interactions with their children

Manipulative materials also can provide a springboard for parenting group discussions. Playdough, pipe cleaners, and other manipulative items were used by parents during a group session at one Even Start program for making an item that represented their child's interests. After a brief period was devoted to item making, each parent described his/her object and its meaning to the child. Items prepared by parents ranged from

sports-related objects to an oven that represented a child's interest in cooking and eating. The discussion enabled parents to reflect on their child's interests, talk proudly about their child with others through a structured group time, and prepare for a subsequent presentation by the parent educator on ways to stimulate a child's creative interests.

Parenting magazines are distributed free of charge to parents in some Even Start programs. In one program, an Even Start staff member reviewed the contents of one issue with parents as part of the parenting group time. The educator intentionally highlighted some connections between specific article topics and the interests of particular parents. In another program, a brief presentation to parents on the importance and use of open-ended questions with children occurred on the same day the program distributed a parenting magazine that included an article on how children's thinking abilities are strengthened through open-ended questions.

Support Connections and High Quality Across All Program Components

Meaningful change in parenting beliefs and behaviors requires focused and frequent program attention over a sustained period of time.[23] The limited available time for parenting education in Even Start needs to be used carefully. Ways to maximize program emphasis on parenting should be explored creatively.

High quality parenting education requires high quality in other Even Start program components. Strong adult and parenting education components enable an Even Start program to approach parents with a common set of assumptions and practices regarding adult learning. Good adult educators also lend technical support to the parenting education component, including attention to the parenthood role in their work with participants (see previous section). Similarly, the early childhood component typically is the platform for building a solid parent-child activity time in a center- or home-based setting. Developmentally appropriate early childhood programs that actively support children's literacy development are rich resources for program activities that help parents better understand and connect to their child. What is more, a high quality early childhood program has direct positive effects on children's intellectual and social development;[24] this cannot be achieved through parenting education alone.[25]

The intensity of parenting education in Even Start can be improved through strong connections among program components. Moreover, parents are likely to gain more from a program that offers a coherent set of similar experiences in each component setting.

A common idea way to achieve component integration is thematic planning. In this arrangement, a particular topic (for example, winter season) is the content focus of activities in adult education, parenting education, and early childhood education components. This is a time-consuming staff effort that is especially challenging in Even Start programs that use the services of different programs in a community (for example, place preschool children in the Head Start program). There are other ways to make connections across program components, as described below.

Use Common Methods or Shared Assignments

An example of using common methods across adult components of the program is for the reading and writing skills emphasized in the adult education component to be used to explore parenting topics. This may make the parenting education component feel more like an adult education experience, and therefore may be useful in fully engaging parents who view the parenting education time as tangential to their main goal of securing adult literacy skills.

Participants in one Even Start program visited for this guide were especially interested in the adult education component in the context of a strictly-enforced welfare policy that required timely receipt

of the General Equivalency Diploma (GED). It was common for new participants in this program to ask how the Even Start parent group time would help with their goal of completing GED requirements as quickly as possible. In response to this keen interest and motivation, the program organized part of the parent group time around methods that extended the adult education component's emphasis on reading and writing skills. For example, an optional assignment for the parenting group was to read an article on parenting and to prepare a written summary that is read by the participant to the group. Most participants pursued this optional assignment. Another parent group activity is to generate individual answers to a "Dear Abby" question developed by the program's parent educator. These written answers also are read aloud by participants in the parent group time.

An assignment can bridge the needs of several components, such as a writing task on a parenting-related topic. For example, rather than having a parent educator research a topic and present the information at a parenting group session, parents can conduct their own research (by visiting the library, using the internet, or reading through parenting magazines) and present their findings to each other. This is a higher-level version of use of common methods and requires joint staff planning.

Increase Staff Presence Across Components

There are benefits to staff and to parents when staff from one component "sit in on" another component, perhaps in an assistant or supportive role.

Parents experience connections across Even Start components when efforts in one area are a springboard for action in another area. For example, during a visit to one Even Start program, a preschool teacher from the Head Start program (located in the same building and enrolling many children of Even Start families) appeared during a brief break at the parent group time to show several pictures drawn that morning by children of Even Start parents. The large pictures were placed on the wall and discussed briefly and enthusiastically by parents in terms of young children's capacities to understand and symbolically represent their lives. One picture depicted "Daddy's work" with descriptive words that had been added by the preschool teacher: there was a truck ("Daddy's rig"), a lunchbox ("Daddy's dinner"), a road map ("shows him how to get there"), and a house ("where we live").

Posters and bulletin board information can serve as a substitute for staff when they are not available to attend another service component. For example, one Even Start program maintains a list of the early childhood curriculum's key goals and experiences on a board in the adult and parenting education classroom. This list is used by the adult and parenting educator as a ready reference for connecting participants' comments or group discussions to the topic of how children learn.

A social services worker at one Even Start program has a frequent and visible presence during part of the adult and parenting education sessions, especially during transition and break times when one-on-one exchanges with Even Start participants are not disruptive to class sessions. The staff person has found that he is able to learn about pressing family issues faster and in greater depth through these regular, informal visits to the program classroom than through a more structured procedure that requires participants to make appointments. The early childhood staff and adult educator in this program find the frequent visits to their classrooms to be helpful in that they can readily refer participants to the social services worker when a pressing matter surfaces (for example, "Jim probably will stop by around 11 today. Let's make sure you talk with him then about your situation.").

Select and Support Staff Carefully

Personnel selection and opportunities for in-service staff training are central to the development and maintenance of high quality in parenting education and other Even Start components. Parent

educators need an in-depth understanding of child development and parent- child relationships, with particular knowledge in how parenting contributes to a child's literacy development and early school success. Equally important, good parent educators should have facilitation skills that enable effective instructional work and interpersonal relationships with parents. More generally, the qualifications of workers in family-oriented programs should give consideration to the following:[26]

- resonance with program goals and approach: staff should embrace the program's family literacy mission and orientation toward working with families;
- community membership: workers from similar backgrounds are believed to carry credibility with program participants ("You've walked in my shoes") and to readily understand the values and experiences of families being served;
- adjustment: workers should "have their own lives in order" so time and energy can be devoted to addressing the needs of Even Start families;
- sensitivity: respectful sensitivity to families requires workers to strike a careful balance in helping parents build on their own strengths and competently carry out their parenting responsibilities without pushing their way into people's lives and imposing their own values; and
- enthusiasm: work with families living in poverty requires "a generosity of spirit that is not always rewarded by appreciation . . . [and a] belief in the program and excitement about its potential benefits."

Extend Practice Standards to Program Partners

A high standard of quality needs to be extended to the selection and use of guest speakers and other agencies and resources in Even Start programs. Guidelines need to be developed and given to guest presenters to ensure that their session(s) with Even Start parents is compatible with the program's desired approach. A librarian who makes a guest presentation, for example, should be strongly encouraged to use more than one method of engaging parents; active learning should be a standard for all sessions. As another example, literacy experiences should be incorporated into presentations on food and nutrition offered by a nutrition expert. Participants in a cooking demonstration could be asked to write up their favorite recipes, collectively prepare a cookbook, or learn how to read a recipe.

Staff from agency partners functioned as an integral part of several programs visited for this guide. In one program, a local community mental health specialist works on site to provide one-on-one counseling and facilitate parenting group discussions. Because the mental health specialist is at the Even Start program on a regular basis, she is seen as one of the Even Start staff and not as an outsider.

Summary

Even Start program administrators and planners have implemented many creative and engaging approaches to implementing parenting education. A critical question for program planners to explore is whether or not the parenting education opportunities being offered results in the desired outcomes for parents, for children, and for families. The next section will explore measuring parenting education outcomes.

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Measuring Parenting Outcomes

Information about parenting beliefs and behaviors can be used to document program contributions to changes in parents, and to help make decisions about improvements in parenting education services. This chapter shows what items from the 1999 version of the Even Start Performance Information Reporting System's (ESPIRS) Form E (Progress Indicators) are pertinent to the following four goals of parenting education set forth in the section "Content Framework for Parenting Education in Even Start:"

- engage in language-rich parent-child interactions;
- provide literacy experiences in the family;
- hold appropriate expectations of the child's learning and development; and
- actively embrace the parenting role.

This chapter also identifies several promising measures of parenting beliefs and behaviors that may prove useful in evaluating Even Start parenting outcomes.

Measures of parenting beliefs and behaviors need to be selected carefully. Specifically, measures of parenting outcomes should:

- focus directly on the program's major content regarding parenting;
- assess *achievable* change in parent beliefs or behaviors (changes in parents' beliefs and behaviors generally cannot be expected with modest educational services);
- accommodate the socioeconomic status, race/ethnicity, and cultural background of parents; and
- be reliable and valid.

Parent attitude measures have been used extensively for more than five decades as indicators of parent behaviors or family processes. Parent attitude instruments hold much practical appeal: they are economical, (using paper-and-pencil questionnaire formats); typically require a small amount of time to complete and are far less costly than the alternative of labor-intensive observation and interview data collection methods.

A problem is that many parent attitude measures do not provide reliable and valid information on parent beliefs or behaviors. In a critical review of 83 parent attitude measures published through 1986, Holden & Edwards found that the surveys' psychometric properties typically represented marginally acceptable levels of reliability and questionable validity.[1] (Reliability information was available for just over one-half (59 percent) of the measures reviewed, and only nine (11 percent) of the 83 instruments had information on both test-retest reliability and internal consistency.) Of the 21 instruments with published test-retest reliability information, the average test-retest correlation was .76. For instruments reporting internal consistency data (45 percent), the overall average consistency was .74; only 6 instruments attained internal reliability levels at or above the recommended .80 level. Validity data, available for only 43 percent of the instruments, was judged to be inadequate.

Another challenge in studying Even Start parenting outcomes is that many existing measures of parenting beliefs and behaviors have been developed and used primarily with relatively well-educated, white populations. The methods and assumptions of many measures may not be applicable to lower socioeconomic status parents. Consider studies of joint parent-child book reading. Of the 42 different studies cited in two recent reviews of research on joint parent-child book reading,[2,5] only 12 studies used a lower

socioeconomic status sample, 12 used a sample that included some lower socioeconomic status parents, 13 used a middle-class population exclusively, and 5 studies are unclear or unavailable. Surprisingly, 31 of the 42 studies did not report the race/ethnicity of the sample: 3 used an all-white sample, 7 had some non-white participants, and only one study was conducted with a predominantly non-white population. A similar pattern exists with measures of parenting self-efficacy. A recent review of research on parenting self-efficacy lists eight available measures, only three of which have been developed with a lower socioeconomic sample.[4]

Selected items from Form E of the ESPIRS are listed below within the pertinent goal area. The items are listed in abbreviated form. (For full wording of each item, see appendix.)

The promising measures of parenting beliefs and behaviors identified below warrant consideration as potentially useful tools for Even Start programs to assess particular parenting outcomes. They do not constitute an exhaustive list of available measures and they are not a recommended list of measures. Programs need to look carefully at a measure's match to a program population's demographic characteristics as well as to the primary goals of a program's parenting education component, as noted above.

The measures identified below meet the following criteria: use with parents representing lower socioeconomic status (as defined by level of formal education and/or income); use with parents of children ages 7 years or younger; evidence of satisfactory reliability and validity; relatively economical in terms of demands on parent and staff time (labor-intensive observational strategies and qualitative approaches were excluded); and direct connection to one or more of the goal areas described in the section entitled "Content Framework for Parenting Education in Even Start."

Using ESPIRS FORM E

Engage in Language-Rich Parent-Child Interactions

Pertinent items from Form E of ESPIRS (see appendix) are as follows:

B5. and C8 and D12. About how much time **each day** does (CHILD) spend doing something **with you** (playing games, reading, going on an outing)?

B8. and C12. and D16. About how often do you read books or stories to (CHILD)?

B9. and C13. and D17. Do you read anything else with (CHILD)? (newspapers, children's magazines, store catalogues, funnies/comic books, TV program listings)

B11. and C15. and D19. How often do you tell (CHILD) a story (folk tales and family history)?

C7. I'll read you a list of things children learn as they grow up. Tell me which of them you helped (CHILD) with in the **past week** or that someone else in your household helped (CHILD) with in the **past week**. (nursery rhymes or songs, colors, shapes such as circle, square or triangle, to write his/her name, to count things, to recognize numbers).

B13. and C18. and D23. When you read to (CHILD) do you—(stop reading and ask the child to tell you what is in a picture; stop reading and point out letters, stop reading and ask what will happen next, read the entire story to the child over and over, ask the child to read with you). (B13 includes this additional item: read the story as the child listens without interrupting)

While the measurement of beliefs is not a substitute for observing actual literacy-related interactions between parent and child, Even Start programs may find it useful to assess parents' beliefs regarding aspects of reading to their child. Several areas of the Parent Reading Belief Inventory[5] are promising

for this purpose. The Parent Reading Belief Inventory is a paper-and-pencil instrument comprised of 55 items that tap seven areas. Seven areas are pertinent to parent-child joint reading. These include:

- *Affect*: positive affect associated with reading (for example, I find it boring or difficult to read to my child);
- *Participation*: the value placed on children's active verbal participation when reading aloud (for example, When we read, we talk about the picture as much as we tell the story);
- *Resources*: whether limited resources are an obstacle to reading (for example, I don't read to my child because there is no room and no quiet place in the house);
- *Knowledge*: whether children acquire moral orientations or practical knowledge from books (for example, My child learns lessons and morals from the stories we read);
- *Environment*: the malleability of language development (for example, Children inherit their language from their parents, it's in their genes); and
- *Reading Instruction*: the appropriateness of direct reading instruction (for example, My child is too young to learn about reading). A seventh area pertains to understandings of the parenting role
- *Efficacy*: views on the parent's role as teacher of school-related skills (for example, When my child goes to school, the teacher will teach my child everything my child needs to know so I don't need to worry).

Provide Supports for Literacy in the Family

Pertinent items from Form E of the ESPIRS (see appendix) are as follows:

A2. Here is a list of some things that people may write. As I read the list, please tell me whether you **wrote** the item during the **past week**. (checks, notes or memos, letters, greeting cards, grocery lists).

A3. Here is a list of some things that people may read. As I read the list, please tell me whether you **read** the materials during the **past week**. (for example, advertisements in the mail, coupons, religious materials, newspapers, notes from teacher or school).

A4. Do you have a library card?

A5. In the past week did you take any books home from the library or from Even Start or buy any books?

A6. If you took one of your children to the library during last year, did you (read a book to your child? let your child play with or read books alone? listen to someone else read or tell a story?)

A7. I'll read you a list of things children can play with. Tell me which ones you have in your home. (for example, crayons and papers, scissors, puzzles, old picture catalogs, paint or magic marker, blocks).

B7 and C11 and D15. During the **past week**, about how many children's books did (CHILD) have at home (include books that you own as well as library books)?

B6 and C9 and D13. Do you have any of the following in your home for (CHILD) to look at or read? (books, magazines, newspapers, TV program listings, comic books, other reading materials such as the Bible or catalogs)

B14 and C16 and D20. About how many hours does (CHILD) watch TV in your home each day?

A subset of questions from the Stony Brook Family Reading Survey[6] constitute a promising measure of the home literacy environment. The Stony Brook Family Reading Survey consists of 52 multiple-

choice questions that measure a variety of family variables on a four- or five-point scale. The questions that have been found to be significantly correlated with child language competence include the frequency of reading with the child, the child's age when shared reading began, number of picture books in the home, frequency with which the child asks to be read to, and the frequency of trips to the library with the child.[7]

Hold Appropriate Expectations of Child's Learning and Development

There is one pertinent item from Form E of the ESPIRS:

B4 and C6 and D11. How far in school do you think (CHILD) will go?

Actively Embrace the Parenting Role

Pertinent items from Form E of the ESPIRS include the following:

C5. During the past month, did you go to (CHILD's) preschool for any of the following activities? (for example, for a conference with teacher, to volunteer for school projects or trips, to attend a school event)

D6. During the past month, did you go to (CHILD'S) Kindergarten/school for any of the following activities? (for example, for a conference with child's teacher, to volunteer for school projects or trips, to attend a school event.)

The Maternal Self-Efficacy Scale[8] is a promising 10-item measure that taps mothers' feelings of efficacy in specific domains of infant care, including soothing the baby, understanding what the baby wants, getting the baby to understand mother's wishes, maintaining joint attention and interaction with the baby, amusing the baby, knowing what the baby enjoys, disengaging from the baby, and performing routine daily tasks (for example, feeding, changing, bathing). There also is an item on mothers' global feelings of efficacy in mothering. A more global measure of parental self-efficacy is the Sense of Competence subscale (13 items) of the Parenting Stress Index.[9]

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APPENDIX
Even Start Performance Information Reporting System (ESPIRS)
Form E: Progress Indicators

OMB #: 1875-0137
Expiration Date: 05/31/2002

EVEN START PERFORMANCE INFORMATION REPORTING SYSTEM

Form E: Progress Indicators

Revised 1999

Send the completed form to:

Fu Associates, Ltd.
2300 Clarendon Blvd., Ste. 1400
Arlington, VA 22201

All information that would permit identification of the individual respondent will be held in strict confidence, will be used only by persons engaged in and for the purposes of the survey, and will not be disclosed or released to others for any purpose as required by law.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0137. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. ***If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to:*** *U.S. Department of Education, Washington, DC 20202-4651.* ***If you have comments or concerns regarding the status of your individual submission of this form, write directly to:*** *Planning and Evaluation Service, U.S. Department of Education, 600 Independence Avenue, S.W., Washington, DC 20202-4651.*

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Even Start Performance Information Reporting System

Form E: Progress Indicators
Module A - Adult

Instructions for Form E

All projects should complete this form at each of the following times:

1. As soon as possible after a family enrolls in Even Start, preferably within 30 days **(1st administration)**.
2. In May or June of each year **(2nd administration in the 1st year, continuing administration in subsequent years)**.
3. Whenever a family leaves Even Start **(2nd administration in the 1st year, continuing administration in subsequent years)**.

These forms are due:
On July 15th of each year.

The reporting year for this form is: July 1st through June 30th.

☐ **1999-2000**

___ 1st administration for new 1999-2000 enrollee
___ 2nd administration for new 1999-2000 enrollee
___ Continuing administration for family that enrolled prior to 1999-2000

☐ **2000-2001**

___ 1st administration for new 2000-2001 enrollee
___ 2nd administration for new 2000-2001 enrollee
___ Continuing administration for family that enrolled prior to 2000-2001

Send the completed forms to:

Fu Associates, Ltd.
2300 Clarendon Blvd., Ste. 1400
Arlington, VA 22201

The form asks about:
Progress and outcomes of project participants.

Project code: ☐☐☐☐

Project design code: ☐

Project design name: _____

Family code: ☐☐☐☐

Adult code: ☐

Family name *(Optional, for verification only)*: _____

Adult name *(Optional, for verification only)*: _____

Date administered: _____ / _____ / _____
(Month) / (Day) / (Year,yyyy)

Please read to the parent before beginning the interview.

I am going to ask you some questions about yourself and your family. Your answers to these questions will be kept strictly confidential. Strict confidentiality of all information obtained from this study is guaranteed by current Federal laws and regulations. Specifically, it is protected under the Privacy Act of 1974 (P.L. 93-579, 5 USC 552a), the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232g, 34 CFR Part 99), and the Protection of Pupil Rights Amendment of 1994 (PPRA, 20 USC 1232h, 34 CFR Part 98). To meet the requirements of these regulations and laws, all data from this study will be used in a manner so as to not permit individual identification. Statistical reports produced from the information are cumulative and represent groups of Even Start participants; no individual participant information will appear in Even Start evaluation reports.

A1. Do you do any regular unpaid volunteer work or help out in any of the following groups or organizations? *(Please respond Yes or No to every item. For each "Yes" response to A1, ask: "How many hours a week do you help out?" and enter number of hours or select "99" for Don't Know. You may respond in whole hours or hours-and-minutes.)*

		A1. Volunteer for?		A1a. If Yes: Hours/week	
		Yes	No	# Hours, Minutes	Don't Know
a.	Elementary school	1	2	____hrs ____min	9
b.	Even Start, Head Start, other preschool, or day care program	1	2	____hrs ____min	9
c.	Other groups, such as hospital, health center, church, neighborhood or community center *(Specify)* _____	1	2	____hrs ____min	9

A2. Here is a list of some things that people may write. As I read the list, please tell me whether you wrote the item during the past week. *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Checks, money orders, cashier's checks	1	2	9
b.	Notes or memos	1	2	9
c.	Recipes	1	2	9
d.	Forms or applications	1	2	9
e.	Appointments on a calendar	1	2	9
f.	Letters	1	2	9
g.	Stories or poems	1	2	9
h.	Greeting cards	1	2	9
i.	Crossword puzzles	1	2	9
j.	Grocery lists	1	2	9
k.	Journal or diary	1	2	9

A3. Here is a list of some things that people may read. As I read the list, please tell me whether you read the materials during the past week. *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Advertisements in the mail	1	2	9
b.	Letters, bills	1	2	9
c.	Coupons	1	2	9
d.	Labels on food, cooking recipes	1	2	9
e.	Religious materials	1	2	9
f.	Instructions, bus schedules	1	2	9
g.	Street signs, bus signs	1	2	9
h.	Newspapers	1	2	9
i.	Notes from teacher or school	1	2	9
j.	T.V. Guide or other television listing	1	2	9
k.	Magazines	1	2	9
l.	Books	1	2	9

A4. Do you have a library card?

Yes . . . 1
No . . . 2

A5. In the past week did you take any books home from the library or from Even Start or buy any books?

Yes . . . 1
No . . . 2

If yes, how many books? _____ books

A6. If you took one of your children to the library during last year, did you... *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Read a book to your child?	1	2	9
b.	Let your child play with or read books alone?	1	2	9
c.	Listen to someone else read or tell a story?	1	2	9
d.	Does not apply	1	2	9

A7. I'll read you a list of things children can play with. Tell me which ones you have in your home. *(Please respond Yes, or No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Crayons and paper	1	2	9
b.	Scissors	1	2	9
c.	Scotch tape, paste, or stapler	1	2	9
d.	Puzzles	1	2	9
e.	Old picture catalogs, like Sears, to read and cut up	1	2	9
f.	Paint or magic marker	1	2	9
g.	Clay or playdough	1	2	9
h.	"Put together" toys like Tinkertoys, Legos, or beads for stringing	1	2	9
i.	Yarn, thread, and cloth scraps for knitting or sewing	1	2	9
j.	Make-believe toys out of milk cartons, tin cans or egg cartons	1	2	9
k.	Plants of (his/her) own in a pot or garden	1	2	9
l.	Pull toys, rolling toys	1	2	9
m.	Rattle or "squeak" toys	1	2	9
n.	Blocks	1	2	9
o.	Pens, pencils	1	2	9
p.	Typewriter or computer	1	2	9

A8. How many people currently live in your household? Count all adults and children; include all members of extended family households; EXCLUDE individuals such as renters and temporary visitors.

_____ people

A9. Where does most of the money your household lives on come from? *(Select one. Consider incomes of all individuals in the household.)*

Wages from a job	1
Alimony or child support	2
Government assistance (e.g., TANF, public assistance, Supplemental Security Income)	3
Other *(specify)* _____	4
Don't know	9

A10. About how much money does your household make or receive each year? Please count income for all of the people in your household, including you (that is, all people included in Question A8.) Consider all sources of income, such as jobs, alimony, child support, TANF, Unemployment Insurance, Social Security or SSI.

Under $3,000	1
$3,000 – $5,999	2
$6,000 – $8,999	3
$9,000 – $11,999	4
$12,000 – $14,999	5
$15,000 – $19,999	6
$20,000 – $25,000	7
More than $25,000	8
Don't know	9

A11. Are you currently employed?

Yes	1	
No	2	Go to A16

A12. If yes to Question A11, how many hours per week is your main job? You may respond in whole hours or hours-and-minutes.

_____ hours, _____ minutes each week

A13. If yes to Question A11, how much money do you earn each week at your main job? You may respond in whole dollars or dollars-and-cents.

_____ dollars, _____ cents each week

A14. Do you have a second job?

Yes	1	
No	2	Go to A16

A15. If yes to Question A14, how much money do you earn each week at your second job? You may respond in whole dollars or dollars-and-cents.

_____ dollars, _____ cents each week

A16. In which of the following social or educational services are you currently participating? *(Select all non-Even Start services that apply.)*

a.	Federal or state cash assistance (e.g., TANF, general assistance, Supplemental Security Income)	1
b.	Employment training (e.g., JTPA, JOBS)	1
c.	Vocational education	1
d.	Vocational rehabilitation	1
e.	Other *(Specify)* _____	1

A17. What language do you usually speak at home?

a.	English	1
b.	Spanish	2
c.	Both English and Spanish	3
d.	Other *(Specify)* _____	4

A18. How well do you . . .

		Not at all	Not Well	Well	Very Well
a.	Understand English	1	2	3	4
b.	Speak English	1	2	3	4
c.	Read English	1	2	3	4

A19. If English is your second language, how well do you . . .

		Not at all	Not Well	Well	Very Well
a.	Speak your native language	1	2	3	4
b.	Read your native language	1	2	3	4
c.	Write your native language	1	2	3	4

A20. If you read to your child, what language do you usually use? *(Select one)*

English	1
Spanish	2
Both English and Spanish	3
Other *(Specify)* _____	4
Unable to read to child	5

A21. Do you have any educational diplomas or degrees or job-related certificates or licenses?

Yes	1
No *(Skip to A23)*	2

A22. If yes to A21: Which diplomas or degrees do you have? *(Please respond Yes or No to every item.)*

		Yes	No
a.	Trade license or certificate	1	2
b.	GED certificate (or equivalent)	1	2
c.	High school diploma	1	2
d.	Associate's degree	1	2
e.	Bachelor's degree	1	2
f.	Graduate degree	1	2
g.	Other	1	2

A23. Are you currently working toward a certificate, diploma, or degree or did you complete a certificate, diploma, or degree during this program year?

Yes	1
No *(Skip to A25)*	2

A24. If yes to A23: Which certificate, diploma, or degree are you working toward? If you completed any of the goals listed below DURING THIS PROGRAM YEAR, select "Completed This Year." *(Please respond Currently Working Toward, Completed This Year, or Does Not Apply to every item.)*

		Currently Working Toward	Completed This Year	Does Not Apply
a.	Trade license or certificate	1	2	9
b.	GED certificate (or equivalent)	1	2	9
c.	High school diploma	1	2	9
d.	Associate's degree	1	2	9
e.	Bachelor's degree	1	2	9
f.	Graduate degree	1	2	9
g.	Other *(Specify)* _____	1	2	9

A25. What other goals are you working toward through your participation in Even Start? If you completed any of the goals listed below DURING THIS PROGRAM YEAR, select "Completed This Year." *(Please respond Currently Working Toward, Completed This Year, or Does Not Apply to every item.)*

		Currently Working Toward	Completed This Year	Does Not Apply
a.	US citizenship	1	2	9
b.	Driver's licence	1	2	9
c.	Library card	1	2	9
d.	Computer literacy skills	1	2	9
e.	Ability to speak and understand English	1	2	9
f.	Ability to read and write English	1	2	9

A26. Do any of the following apply to you or your family? (If the answers to the potentially sensitive questions are known to the interviewer, indicate those answers without necessarily asking the focus adult.) *(Please respond Yes or No to every item.)*

		Yes	No
a.	Migratory agricultural work is a major source of the household income	1	2
b.	The family is homeless	1	2
c.	The participating parent has a disability	1	2
d.	The participating parent is currently incarcerated	1	2

OPTIONAL Reporting of Test Scores for Adult

A27. While there is no requirement to administer any standardized test(s) to adults as part of the Even Start Performance Information Reporting System, many projects have found test data to be useful in improving their programs, and the national evaluation would benefit from such information. If you administered either the CASAS reading or math tests, or the TABE reading or math tests **TO THE FOCUS ADULT**, we would appreciate it if you would report the results of that testing below after reading the assurance of confidentiality to the focus adult.

We would like to include in this survey your TABE (and/or CASAS) test scores. Your scores will be kept strictly confidential. Strict confidentiality of all information obtained from this study is guaranteed by current Federal laws and regulations. Specifically, it is protected under the Privacy Act of 1974 (P.L. 93-579, 5 USC 552a), the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232g, 34 CFR Part 99), and the Protection of Pupil Rights Amendment of 1994 (PPRA, 20 USC 1232h, 34 CFR Part 98). To meet the requirements of these regulations and laws, all data from this study will be used in a manner so as to not permit individual identification. Statistical reports produced from the information are cumulative and represent groups of Even Start participants; no individual participant information will appear in Even Start evaluation reports.

Please enter test dates in the mm/dd/yyyy format.

CASAS Reporting Form				
Reading	Level (circle one) 31 33 35 37 32 34 36 38	Raw Score |__|__|	Scale Score |__|__|__|	Test Date __/__/__
Math	Level (circle one) 31 33 35 37 32 34 36 38	Raw Score |__|__|	Scale Score |__|__|__|	Test Date __/__/__

TABE Reporting Form **Version:** _____			
Reading	Level (circle one) E M D A	Scale Score |__|__|__|	Test Date __/__/__
Math	Level (circle one) E M D A	Scale Score |__|__|__|	Test Date __/__/__

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Instruction for Selecting a Focus Child

Now, we want to ask you some questions about your child and Even Start. To do this, we need to select one child in your household who is participating in Even Start. To select that child, please follow the directions below.

1. List the name and birth date (month, day, year) of all children under the age 8 years who live in the household and participate in Even Start.

	Name	Birth Date (*Required*) (mm/ dd / yyyy)
a.	_____	___/___/___
b.	_____	___/___/___
c.	_____	___/___/___
d.	_____	___/___/___
e.	_____	___/___/___

2. Select the "focus child" for the purpose of the national evaluation.

   # If you consider that only 1 child participates fully in Even Start, use that child as the focus child.

   # If you consider that more than 1 child participates fully in Even Start, the focus child is the one whose birth date happened earliest in a month. For example, if three children were born on the following dates:

   8/6/93, 10/2/94, 1/11/93

   The child born 10/2/94 would be the focus child because he/she was born on the 2nd of the month (earlier than the 6th or 11th).

   Please write the focus child's first name here: _____

3. Select the appropriate module of Form E-Child based on the focus child's age.

   ( ) If the focus child is between age 0 years and 0 months and 2 years and 6 months, administer Module B.

   ( ) If the focus child is between age 2 years and 7 months and 4 years and 11 months, administer Module C.

   ( ) If the focus child is between age 5 years and 0 months and 9 years and 11 months, administer Module D.

Even Start Performance Information Reporting System

Form E: Progress Indicators
Module B - Child (Age 0 years and 0 months - 2 years and 6 months)

Instructions for Form E

All projects should complete this form at each of the following times:

1. As soon as possible after a family enrolls in Even Start, preferably within 30 days **(1st administration)**.
2. In May or June of each year **(2nd administration in the 1st year, continuing administration in subsequent years)**.
3. Whenever a family leaves Even Start **(2nd administration in the 1st year, continuing administration in subsequent years)**.

These forms are due:
On July 15th of each year.

The reporting year for this form is: July 1st through June 30th.

☐ **1999-2000**

___ 1st administration for new 1999-2000 enrollee
___ 2nd administration for new 1999-2000 enrollee
___ Continuing administration for family that enrolled prior to 1999-2000

☐ **2000-2001**

___ 1st administration for new 2000-2001 enrollee
___ 2nd administration for new 2000-2001 enrollee
___ Continuing administration for family that enrolled prior to 2000-2001

Send the completed forms to:

Fu Associates, Ltd.
2300 Clarendon Blvd., Ste. 1400
Arlington, VA 22201

The form asks about:
Progress and outcomes of project participants.

Project code: ☐☐☐☐

Project design code: ☐

Project design name: _____

Family code: ☐☐☐☐

Focus child code: ☐

Family name *(Optional, for verification only)*: _____

Focus child name *(Optional, for verification only)*: _____

Date administered: _____ / _____ / _____
(Month) / (Day) / (Year, yyyy)

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B1. Is (CHILD) in any organized day care or play group *(include Even Start)*?

Yes	1	
No	2	Go to B4

B2. If yes to Question B1, how many days a week is (CHILD) in the day care or play group?

_____ days a week

B3. If yes to Question B1, how many hours a day is (CHILD) in the day care or play group?

_____ hours a day

B4. How far in school do you think (CHILD) will go? *(Select one)*

Will earn a high school diploma	1
Will earn a high school diploma and complete vocational, trade, business school or military service	2
Will complete at least one year of college	3
Will earn a two-year college degree	4
Will earn a four-year college degree	5
Will earn an advanced college degree	6
Don't know	9

B5. About how much time each day does (CHILD) spend doing something with you (e.g., playing games, reading, going on an outing)?

More than 4 hours	1
2 to 4 hours	2
1 to 2 hours	3
30 minutes to 1 hour	4
Less than 30 minutes	5
None	6
Don't know/Not apply	9

B6. Do you have any of the following in your home for (CHILD) to look at or read? *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Books	1	2	9
b.	Magazines	1	2	9
c.	Newspapers	1	2	9
d.	TV program listings (e.g., TV Guide)	1	2	9
e.	Comic books	1	2	9
f.	Other reading material such as Bible or catalogs	1	2	9

B7. During the past week, about how many children's books did (CHILD) have at home (include books that you own as well as library books)?

None, too young	1
1 or 2 books	2
3 to 10 books	3
11 to 25 books	4
26 to 50 books	5
51 or more books	6
Don't know	9

B8. About how often do you read books or stories to (CHILD)?

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

B9. Do you read anything else with (CHILD)? *(Please respond Yes, No, or Don't Know to every item.)*

	Yes	No	Don't Know
a. Newspapers	1	2	9
b. Children's magazines	1	2	9
c. Store catalogues	1	2	9
d. Funnies/comic books	1	2	9
e. TV program listings (e.g., TV Guide)	1	2	9
f. Other	1	2	9

B10. How often does someone else (e.g., family member, neighbor, friend) read to (CHILD)? EXCLUDE reading provided by day care or early childhood education program staff.

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

B11. How often do you tell (CHILD) a story (e.g., folk tales and family history)?

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

B12. We are interested in how children develop and change over time. Here are some questions about things that (CHILD) may or may not do right now (most children do only some of these things, and very young children may not do any of them yet). Please tell me... *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Does (CHILD) pretend to read aloud?	1	2	9
b.	Has (CHILD) memorized any books?	1	2	9
c.	Does (CHILD) pretend to read to someone else?	1	2	9
d.	Does (CHILD) have a favorite book?	1	2	9
e.	Does (CHILD) pretend to write?	1	2	9
f.	Can (CHILD) write some letters of the alphabet?	1	2	9
g.	Can (CHILD) say or sing the entire alphabet?	1	2	9

B13. When you read to (CHILD) do you ... *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Stop reading and ask the child to tell you what is in a picture	1	2	9
b.	Stop reading and point out letters	1	2	9
c.	Stop reading and ask what will happen next	1	2	9
d.	Read the entire story as the child listens without interrupting	1	2	9
e.	Read the same story to the child, over and over	1	2	9
f.	Ask the child to read with you	1	2	9

B14. About how many hours does (CHILD) watch TV in your home each day?

Number of hours per day ..... |__|__|
Do not have a TV 99

OPTIONAL Reporting of Test Scores for Focus Child

B15. While there is no requirement to administer any standardized test(s) to children as part of the Even Start Performance Information Reporting System, many projects have found test data to be useful in improving their programs, and the national evaluation would benefit from such information. If you administered either the PreSchool Inventory, the PreSchool Language Scale (PLS-3), or the Peabody Picture Vocabulary Test (PPVT) **TO THE FOCUS CHILD**, we would appreciate it if you would report the results of that testing below after reading the assurance of confidentiality to the child's parent. *(Please enter test dates in the mm/dd/yyyy format.)*

We would like to include in this survey your child's assessment test scores. These scores will be kept strictly confidential. Strict confidentiality of all information obtained from this study is guaranteed by current Federal laws and regulations. Specifically, it is protected under the Privacy Act of 1974 (P.L. 93-579, 5 USC 552a), the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232g, 34 CFR Part 99), and the Protection of Pupil Rights Amendment of 1994 (PPRA, 20 USC 1232h, 34 CFR Part 98). To meet the requirements of these regulations and laws, all data from this study will be used in a manner so as to not permit individual identification. Statistical reports produced from the information are cumulative and represent groups of Even Start participants; no individual participant information will appear in Even Start evaluation reports.

PreSchool Inventory Reporting Form		
Language English.....1 Spanish....2	Raw Score |__|__|	Test Date __/__/__

PLS-3 Reporting Form				
Auditory Comprehension	Language English....1 Spanish....2	Raw Score |__|__|	Standard Score |__|__|__|	Test Date __/__/__
Expressive Communication	Language English....1 Spanish....2	Raw Score |__|__|	Standard Score |__|__|__|	Test Date __/__/__

PPVT Reporting Form			
Test Form (Select one) PPVT "L" . . . 1 PPVT "M" . . .2 PPVT-III A. . .3 PPVT-III B. . .4 TVIP 5	Raw Score |__|__|__|	Standard Score |__|__|__|	Test Date __/__/__

Even Start Performance Information Reporting System

Form E: Progress Indicators
Module C - Child (Age 2 years and 7 months - 4 years and 11 months)

Instructions for Form E

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2. In May or June of each year **(2nd administration in the 1st year, continuing administration in subsequent years)**.
3. Whenever a family leaves Even Start **(2nd administration in the 1st year, continuing administration in subsequent years)**.

These forms are due:
On July 15th of each year.

The reporting year for this form is: July 1st through June 30th.

☐ **1999-2000**

___ 1st administration for new 1999-2000 enrollee
___ 2nd administration for new 1999-2000 enrollee
___ Continuing administration for family that enrolled prior to 1999-2000

☐ **2000-2001**

___ 1st administration for new 2000-2001 enrollee
___ 2nd administration for new 2000-2001 enrollee
___ Continuing administration for family that enrolled prior to 2000-2001

Send the completed forms to:

Fu Associates, Ltd.
2300 Clarendon Blvd., Ste. 1400
Arlington, VA 22201

The form asks about:
Progress and outcomes of project participants.

Project code: ☐☐☐☐

Project design code: ☐

Project design name: _____

Family code: ☐☐☐☐

Focus child code: ☐

Family name *(Optional, for verification only)*: _____

Focus child name *(Optional, for verification only)*: _____

Date administered: _____ / _____ / _____
(Month) / (Day) / (Year, yyyy)

C1. Is (CHILD) in any organized day care, preschool program, or play group *(include Even Start)*?

Yes	1	
No	2	Go to C6

C2. If yes to Question C1, how many days a week is (CHILD) in the day care, preschool, or play group?

_____ days a week

C3. If yes to Question C1, how many hours a day is (CHILD) in the day care, preschool, or play group?

_____ hours a day

C4. During the past month, were you or another adult in your household contacted by someone from your child's preschool program or day care center about any of the following things? *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	(CHILD's) positive school behavior	1	2	9
b.	(CHILD's) behavior problems in school	1	2	9
c.	Other programs or services that the preschool or day care center offers	1	2	9
d.	(CHILD's) health	1	2	9

C5. During the past month, did you go to (CHILD's) preschool for any of the following activities? *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	For a conference or informal talk with (CHILD's) teacher, director, or principal	1	2	9
b.	To observe classroom activities	1	2	9
c.	To attend a school event in which (CHILD) participated, such as a play, art show, or party	1	2	9
d.	To attend after school programs such as crafts or music	1	2	9
e.	To meet with a parent-teacher organization such as the PTA	1	2	9
f.	For a parent advisory committee meeting	1	2	9
g.	For preschool fundraising activities	1	2	9
h.	To volunteer in the school office, cafeteria or library	1	2	9
i.	To volunteer in (CHILD's) classroom	1	2	9
j.	To volunteer for school projects or trips	1	2	9
k.	To work as a paid employee in the office, cafeteria, library, or in a classroom	1	2	9
l.	To serve on the preschool's governing board or committee	1	2	9
m.	Other (Specify) _____	1	2	9

C6. How far in school do you think (CHILD) will go? *(Select one)*

Will earn a high school diploma	1
Will earn a high school diploma and vocational, trade, business school or military service	2
Will complete at least one year of college	3
Will earn a two-year college degree	4
Will earn a four-year college degree	5
Will earn an advanced college degree	6
Don't know	9

C7. I'll read you a list of things children learn as they grow up. Tell me which of them you helped (CHILD) with in the <u>past week</u> or that someone else in your household helped (CHILD) with in the <u>past week</u>. *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Nursery rhymes or songs	1	2	9
b.	Colors	1	2	9
c.	Shapes, such as circle, square, or triangle	1	2	9
d.	To write (his/her) name	1	2	9
e.	To count things	1	2	9
f.	To recognize numbers	1	2	9

C8. About how much time <u>each day</u> does (CHILD) spend doing something <u>with you</u> (e.g., playing games, reading, going on an outing)? Do NOT include parent-child joint activities that are part of the Even Start program.

More than 4 hours	1
2 to 4 hours	2
1 to 2 hours	3
30 minutes to 1 hour	4
Less than 30 minutes	5
None	6
Don't know	9

C9. Do you have any of the following in your home for (CHILD) to look at or read? *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Books	1	2	9
b.	Magazines	1	2	9
c.	Newspapers	1	2	9
d.	TV program listings (e.g., TV Guide)	1	2	9
e.	Comic books	1	2	9
f.	Other reading material such as the Bible or catalogs	1	2	9

C10. About how many hours and/or minutes each day does your child spend on the following activities? You may respond in whole hours or hours-and-minutes.

a.	Playing with siblings and/or other children (outside of school)	_____ hours _____ minutes
b.	Talking, working, playing with adults (not including school)	_____ hours _____ minutes
c.	Watching television alone or with other children (that is, no adults present)	_____ hours _____ minutes
d.	Reading or looking at books alone	_____ hours _____ minutes
e.	Reading or looking at books with an adult	_____ hours _____ minutes
f.	Reading or looking at books with an older brother or sister	_____ hours _____ minutes
g.	Reading or looking at books with a younger brother or sister	_____ hours _____ minutes

C11. During the past week, about how many children's books did (CHILD) have at home (include books that you own as well as library books)?

None	1
1 or 2 books	2
3 to 10 books	3
11 to 25 books	4
26 to 50 books	5
51 or more books	6
Don't know	9

C12. About how often do you read books or stories to (CHILD)?

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

C13. Do you read anything else with (CHILD)? *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Newspapers	1	2	9
b.	Children's magazines	1	2	9
c.	Store catalogues	1	2	9
d.	Funnies/comic books	1	2	9
e.	TV program listings (e.g., TV Guide)	1	2	9
f.	Other	1	2	9

C14. How often does someone else (e.g., family member, neighbor, friend) read to (CHILD)? EXCLUDE reading provided by day care or early childhood education program staff.

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

C15. How often do you tell (CHILD) a story (e.g., folk tales and family history)?

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

C16. About how many hours does (CHILD) watch TV in your home each day?

Number of hours per day	|__|__|
Do not have a TV	99

C17. We are interested in how children develop and change over time. Here are some questions about things that (CHILD) may or may not do right now *(either in English or in his/her primary language)* (most children do only some of these things, and very young children may not do any of them yet). Please tell me... *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Does (CHILD) read aloud or pretend to read aloud?	1	2	9
b.	Has (CHILD) memorized any books?	1	2	9
c.	Does (CHILD) read or pretend to read to someone else?	1	2	9
d.	Does (CHILD) have a favorite book?	1	2	9
e.	Does (CHILD) write or pretend to write?	1	2	9
f.	Can (CHILD) read and follow simple written instructions?	1	2	9
g.	Can (CHILD) describe something he/she learned through reading?	1	2	9
h.	Does (CHILD) read voluntarily for enjoyment?	1	2	9
i.	Does (CHILD) reread sentences that he/she doesn't understand?	1	2	9
j.	Can (CHILD) write his/her first name even if some of the letters are backward? (Do not count copying from what someone else wrote.)	1	2	9
k.	Does (CHILD) recognize his/her own first name in writing or in print?	1	2	9

C18. When you read to (CHILD) do you... *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Stop reading and ask the child to tell you what is in a picture	1	2	9
b.	Stop reading and point out letters	1	2	9
c.	Stop reading and ask what will happen next	1	2	9
d.	Read the entire story as the child listens without interrupting	1	2	9
e.	Read the same story to the child, over and over	1	2	9
f.	Ask the child to read with you	1	2	9

C19. When you read with (CHILD), which of the following things can (CHILD) do? *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Show you the front of the book	1	2	9
b.	Show you the page where you should start to read	1	2	9
c.	Show you where you should start reading on the page	1	2	9
d.	Show you a picture	1	2	9
e.	Show you a word	1	2	9
f.	Show you the last letter in the word	1	2	9
g.	Show you a number	1	2	9
h.	Show you a period	1	2	9
i.	Show you a question mark	1	2	9

C20. Can (CHILD) write *(either in English or in his/her primary language)*...

All of the letters of the alphabet	1
Most of the letters of the alphabet	2
Some of the letters of the alphabet	3
No letters of the alphabet	4
Don't know	9

C21. How high can (CHILD) count *(either in English or in his/her primary language)*? Would you say...

Not at all	1
Up to 5	2
Up to 10	3
Up to 20	4
Up to 50	5
Up to 100 or more	6
Don't know	9

C22. Can (CHILD) identify the colors red, yellow, blue, and green by name *(either in English or in his/her primary language)*? Would you say...

All of them	1
Some of them	2
None of them	3
Don't know	9

C23. I am going to list some activities that (CHILD) may like to do. Please tell me how much (CHILD) enjoys doing these things.

		Dislikes it		Doesn't Care		Loves it
a.	Reading books with an adult	1	2	3	4	5
b.	Scribbling, pretend writing, drawing	1	2	3	4	5
c.	Looking at picture books alone	1	2	3	4	5
d.	Watching educational TV programs, e.g., Sesame Street	1	2	3	4	5
e.	Watching cartoons on TV	1	2	3	4	5
f.	Someone reading books to (CHILD)	1	2	3	4	5
g.	Singing songs	1	2	3	4	5
h.	Listening to music	1	2	3	4	5
i.	Playing computer games, video games	1	2	3	4	5

OPTIONAL Reporting of Test Scores for Focus Child

C24. While there is no requirement to administer any standardized test(s) to children as part of the Even Start Performance Information Reporting System, many projects have found test data to be useful in improving their programs, and the national evaluation would benefit from such information. If you administered either the PreSchool Inventory, the PreSchool Language Scale (PLS-3), or the Peabody Picture Vocabulary Test (PPVT) **TO THE FOCUS CHILD**, we would appreciate it if you would report the results of that testing below after reading the assurance of confidentiality to the child's parent. *(Please enter test dates in the mm/dd/yyyy format.)*

We would like to include in this survey your child's assessment test scores. These scores will be kept strictly confidential. Strict confidentiality of all information obtained from this study is guaranteed by current Federal laws and regulations. Specifically, it is protected under the Privacy Act of 1974 (P.L. 93-579, 5 USC 552a), the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232g, 34 CFR Part 99), and the Protection of Pupil Rights Amendment of 1994 (PPRA, 20 USC 1232h, 34 CFR Part 98). To meet the requirements of these regulations and laws, all data from this study will be used in a manner so as to not permit individual identification. Statistical reports produced from the information are cumulative and represent groups of Even Start participants; no individual participant information will appear in Even Start evaluation reports.

PreSchool Inventory Reporting Form		
Language	Raw Score	Test Date
English.....1 Spanish....2	|__|__|	__/__/__

PLS-3 Reporting Form				
Auditory Comprehension	Language	Raw Score	Standard Score	Test Date
	English....1 Spanish....2	|__|__|	|__|__|__|	__/__/__
Expressive Communication	Language	Raw Score	Standard Score	Test Date
	English....1 Spanish....2	|__|__|	|__|__|__|	__/__/__

PPVT Reporting Form			
Test Form (Select one) PPVT "L" . . . 1 PPVT "M" . . 2 PPVT-III A . . 3 PPVT-III B . . 4 TVIP 5	Raw Score	Standard Score	Test Date
	|__|__|__|	|__|__|__|	__/__/__

Even Start Performance Information Reporting System

Form E: Progress Indicators
Module D - Child (Age 5 years and 0 months - 9 years and 11 months)

Instructions for Form E

All projects should complete this form at each of the following times:

1. As soon as possible after a family enrolls in Even Start, preferably within 30 days **(1st administration)**.
2. In May or June of each year **(2nd administration in the 1st year, continuing administration in subsequent years)**.
3. Whenever a family leaves Even Start **(2nd administration in the 1st year, continuing administration in subsequent years)**.

These forms are due:
On July 15th of each year.

The reporting year for this form is: July 1st through June 30th.

☐ **1999-2000**

___ 1st administration for new 1999-2000 enrollee
___ 2nd administration for new 1999-2000 enrollee
___ Continuing administration for family that enrolled prior to 1999-2000

☐ **2000-2001**

___ 1st administration for new 2000-2001 enrollee
___ 2nd administration for new 2000-2001 enrollee
___ Continuing administration for family that enrolled prior to 2000-2001

Send the completed forms to:

Fu Associates, Ltd.
2300 Clarendon Blvd., Ste. 1400
Arlington, VA 22201

The form asks about:
Progress and outcomes of project participants.

Project code: ☐☐☐☐

Project design code: ☐

Project design name: _____

Family code: ☐☐☐☐

Focus child code: ☐

Family name *(Optional, for verification only)*: _____

Focus child name *(Optional, for verification only)*: _____

Date administered: _____ / _____ / _____
(Month) / (Day) / (Year, yyyy)

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D1. Is (CHILD) in kindergarten or elementary school? (If the child is in a pre-kindergarten program, select No and go to Question D11.)

Yes	1	
No	2	Go to D11

D2. What grade is (CHILD) in?

Kindergarten	0
Grade 1	1
Grade 2	2
Grade 3	3
Grade 4	4

D3. If yes to Question D1, how many days a week does (CHILD) attend kindergarten/school?

_____ days a week

D4. If yes to Question D1, how many hours a day is (CHILD) in kindergarten/school?

_____ hours a day

D5. During the past month, were you or another adult in your household contacted personally by someone from (CHILD's) kindergarten/school about any of the following issues? *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Poor academic performance or progress	1	2	9
b.	Good academic performance or progress	1	2	9
c.	School programs or services	1	2	9
d.	Behavior problems in school	1	2	9
e.	Positive school behavior	1	2	9
f.	Attendance/tardiness problems	1	2	9
g.	Skipping or cutting classes	1	2	9
h.	Discipline problems	1	2	9
i.	Health problems	1	2	9

D6. During the past month, did you go to (CHILD's) kindergarten/school for any of the following activities? *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	For a conference with (CHILD's) teacher, school counselor, or principal	1	2	9
b.	To observe classroom activities	1	2	9
c.	To attend a school event in which (CHILD) participated, such as a play, art show, or party	1	2	9
d.	To attend after school programs such as crafts or music	1	2	9
e.	To meet with a parent-teacher organization such as the PTA	1	2	9
f.	For a parent advisory committee meeting	1	2	9
g.	For school fundraising activities	1	2	9
h.	To volunteer in the school office, cafeteria or library	1	2	9
i.	To volunteer in (CHILD's) classroom	1	2	9
j.	To volunteer for school projects or trips	1	2	9
k.	To work as a paid employee in the office, cafeteria, library, or in a classroom	1	2	9
l.	To serve on the school's governing board or committee	1	2	9
m.	Other (Specify) _____	1	2	9

D7. How comfortable are you when . . .

		Very Uncomfortable	Uncomfortable	Somewhat Comfortable	Comfortable	Very Comfortable	Don't Know
a.	You visit (CHILD's) kindergarten/school?	1	2	3	4	5	9
b.	You talk to (CHILD's) teacher?	1	2	3	4	5	9
c.	You meet new families at the kindergarten/school?	1	2	3	4	5	9

D8. Has (CHILD) repeated a grade in kindergarten/school or been "held back"?

Yes	1	
No	2	Go to D10

D9. If yes to Question D8, why did (CHILD) repeat a grade? *(Circle all that apply.)*

a.	Illness	1
b.	Immaturity	1
c.	Too many absences (not illness)	1
d.	Academic problems	1
e.	Frequent moves from school to school	1
f.	Lack of English skills	1
g.	Other	1
h.	Don't know	1

D10. Do you agree or disagree with each of the following statements about your child's kindergarten/school? *(Please respond Yes, No, or Don't Know to every item.)*

		Agree	Disagree	Don't Know
a.	The kindergarten/school places a high priority on learning	1	2	9
b.	The homework assigned is worthwhile	1	2	9
c.	My child is challenged at kindergarten/school	1	2	9
d.	My child is treated fairly at kindergarten/school	1	2	9
e.	The standards set by the kindergarten/school are realistic	1	2	9
f.	My child is respected by the teachers and principal	1	2	9
g.	I am respected by the teachers and principal	1	2	9
h.	Given a choice, I would select this kindergarten/school for my child to attend	1	2	9
i.	My child gets any additional help in kindergarten/school (he/she) needs	1	2	9
j.	The kindergarten/school is a safe place	1	2	9
k.	The kindergarten/school feels it is important for parents to participate in the life of the kindergarten/school	1	2	9
l.	Parents have a say in setting kindergarten/school policy	1	2	9
m.	Parents work together in supporting school policy	1	2	9
n.	The kindergarten/school maintains adequate discipline and order	1	2	9

D11. How far in school do you think (CHILD) will go? *(Select one)*

Will earn a high school diploma	1
Will earn a high school diploma and vocational, trade, business school or military service	2
Will complete at least one year of college	3
Will earn a two-year college degree	4
Will earn a four-year college degree	5
Will earn an advanced college degree	6
Don't know	9

D12. About how much time <u>each day</u> does (CHILD) spend doing something <u>with you</u> (e.g., playing games, reading, going on an outing)?

More than 4 hours	1
2 to 4 hours	2
1 to 2 hours	3
30 minutes to 1 hour	4
Less than 30 minutes	5
None	6
Don't know	9

D13. Do you have any of the following in your home for (CHILD) to look at or read? *(Please respond Yes, No, or Don't Know to every item.)*

	Yes	No	Don't Know
a. Books	1	2	9
b. Magazines	1	2	9
c. Newspapers	1	2	9
d. TV program listings (e.g., TV Guide)	1	2	9
e. Comic books	1	2	9
f. Other reading material such as Bible or catalogs	1	2	9

D14. About how many hours and/or minutes <u>each day</u> during the week does your child spend on the following activities? If child does not spend any time on an activity, please mark zero (0) hours.

a.	Playing with siblings and/or other children (outside of school)	____	hours	____ minutes
b.	Talking, working, playing with adults (not including school)	____	hours	____ minutes
c.	Watching television alone or with other children (that is, no adults present)	____	hours	____ minutes
d.	Reading or looking at books <u>alone</u>	____	hours	____ minutes
e.	Reading or looking at books <u>with an adult</u>	____	hours	____ minutes
f.	Reading or looking at books with an <u>older</u> brother or sister	____	hours	____ minutes
g.	Reading or looking at books with a <u>younger</u> brother or sister.	____	hours	____ minutes
h.	Doing homework	____	hours	____ minutes

D15. During the <u>past week</u>, about how many children's books did (CHILD) have at home (include books that you own as well as library books)?

None	1
1 or 2 books	2
3 to 10 books	3
11 to 25 books	4
26 to 50 books	5
51 or more books	6
Don't know	9

D16. About how often do you read books or stories to (CHILD)?

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

D17. Do you read anything else with (CHILD)? *(Please respond Yes, No, or Don't Know to every item.)*

	Yes	No	Don't Know
a. Newspapers	1	2	9
b. Children's magazines	1	2	9
c. Store catalogues	1	2	9
d. Funnies/comic books	1	2	9
e. TV program listings (e.g., TV Guide)	1	2	9
f. Other	1	2	9

D18. How often does someone else (e.g., family member, neighbor, friend) read to (CHILD)? EXCLUDE reading provided by staff of day care, pre-kindergarten, or K-3 programs.

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

D19. How often do you tell (CHILD) a story (e.g., folk tales and family history)?

Never	1
Several times a year	2
Several times a month	3
Once a week	4
About 3 times a week	5
Every day	6
Don't know	9

D20. About how many hours does (CHILD) watch TV in your home each day?

Number of hours per day	|__|__|
Do not have a TV	99

D21. About how often does (CHILD) read for enjoyment (EXCLUDING school assignments)?

Every day	1
Several times a week	2
Several times a month	3
Several times a year	4
Never	5
Don't know	9

D22. We are interested in how children develop and change over time. Here are some questions about things that (CHILD) may or may not do right now *(either in English or in his/her primary language)* (most children do only some of these things). Please tell me... *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Does (CHILD) read aloud or pretend to read aloud?	1	2	9
b.	Has (CHILD) memorized any books?	1	2	9
c.	Does (CHILD) read or pretend to read to someone else?	1	2	9
d.	Does (CHILD) have a favorite book?	1	2	9
e.	Does (CHILD) write or pretend to write?	1	2	9
f.	Can (CHILD) read and follow simple written instructions?	1	2	9
g.	Can (CHILD) describe something he/she learned through reading?	1	2	9
h.	Does (CHILD) read voluntarily for enjoyment?	1	2	9
i.	Does (CHILD) reread sentences that he/she doesn't understand?	1	2	9
j.	Can (CHILD) write his/her first name even if some of the letters are backward? (Do not count copying from what someone else wrote.)	1	2	9
k.	Does (CHILD) recognize his/her own first name in writing or in print?	1	2	9

D23. When you read to (CHILD) do you ... *(Please respond Yes, No, or Don't Know to every item.)*

		Yes	No	Don't Know
a.	Stop reading and ask the child to tell you what is in a picture	1	2	9
b.	Stop reading and point out letters	1	2	9
c.	Stop reading and ask what will happen next	1	2	9
d.	Read the entire story as the child listens without interrupting	1	2	9
e.	Read the same story to the child, over and over	1	2	9
f.	Ask the child to read with you	1	2	9

D24. Can (CHILD) write *(either in English or in his/her primary language)*...

All of the letters of the alphabet	1
Most of the letters of the alphabet	2
Some of the letters of the alphabet	3
No letters of the alphabet	4
Don't know	9

D25. How high can (CHILD) count *(either in English or in his/her primary language)*? Would you say...

Not at all	1
Up to 5	2
Up to 10	3
Up to 20	4
Up to 50	5
Up to 100 or more	6
Don't know	9

D26. Can (CHILD) identify the colors red, yellow, blue, and green by name *(either in English or in his/her primary language)*? Would you say...

All of them	1
Some of them	2
None of them	3
Don't know	9

D27. I am going to list some activities that (CHILD) may like to do. Please tell me how much (CHILD) enjoys doing these things.

		Dislikes it		Doesn't Care		Loves it
a.	Reading books with an adult	1	2	3	4	5
b.	Scribbling, pretend writing, drawing	1	2	3	4	5
c.	Looking at picture books alone	1	2	3	4	5
d.	Watching educational TV programs, e.g., Sesame Street	1	2	3	4	5
e.	Watching cartoons on TV	1	2	3	4	5
f.	Someone reading books to (CHILD)	1	2	3	4	5
g.	Singing songs	1	2	3	4	5
h.	Listening to music	1	2	3	4	5
i.	Playing computer games, video games	1	2	3	4	5

OPTIONAL Reporting of Test Scores for Focus Child

D28. While there is no requirement to administer any standardized test(s) to children as part of the Even Start Performance Information Reporting System, many projects have found test data to be useful in improving their programs, and the national evaluation would benefit from such information. If you administered either the PreSchool Inventory, the PreSchool Language Scale (PLS-3), or the Peabody Picture Vocabulary Test (PPVT) **TO THE FOCUS CHILD**, we would appreciate it if you would report the results of that testing below after reading the assurance of confidentiality to the child's parent. *(Please enter test dates in the mm/dd/yyyy format.)*

We would like to include in this survey your child's assessment test scores. These scores will be kept strictly confidential. Strict confidentiality of all information obtained from this study is guaranteed by current Federal laws and regulations. Specifically, it is protected under the Privacy Act of 1974 (P.L. 93-579, 5 USC 552a), the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232g, 34 CFR Part 99), and the Protection of Pupil Rights Amendment of 1994 (PPRA, 20 USC 1232h, 34 CFR Part 98). To meet the requirements of these regulations and laws, all data from this study will be used in a manner so as to not permit individual identification. Statistical reports produced from the information are cumulative and represent groups of Even Start participants; no individual participant information will appear in Even Start evaluation reports.

PreSchool Inventory Reporting Form

Language	Raw Score	Test Date
English.....1 Spanish....2	|___|___|	___/___/___

PLS-3 Reporting Form

	Language	Raw Score	Standard Score	Test Date
Auditory Comprehension	English....1 Spanish....2	|___|___|	|___|___|___|	___/___/___
Expressive Communication	Language English....1 Spanish....2	Raw Score |___|___|	Standard Score |___|___|___|	Test Date ___/___/___

PPVT Reporting Form

Test Form (Select one)	Raw Score	Standard Score	Test Date
PPVT "L" . . . 1 PPVT "M" . . .2 PPVT-III A. . .3 PPVT-III B. . .4 TVIP 5	|___|___|___|	|___|___|___|	___/___/___

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